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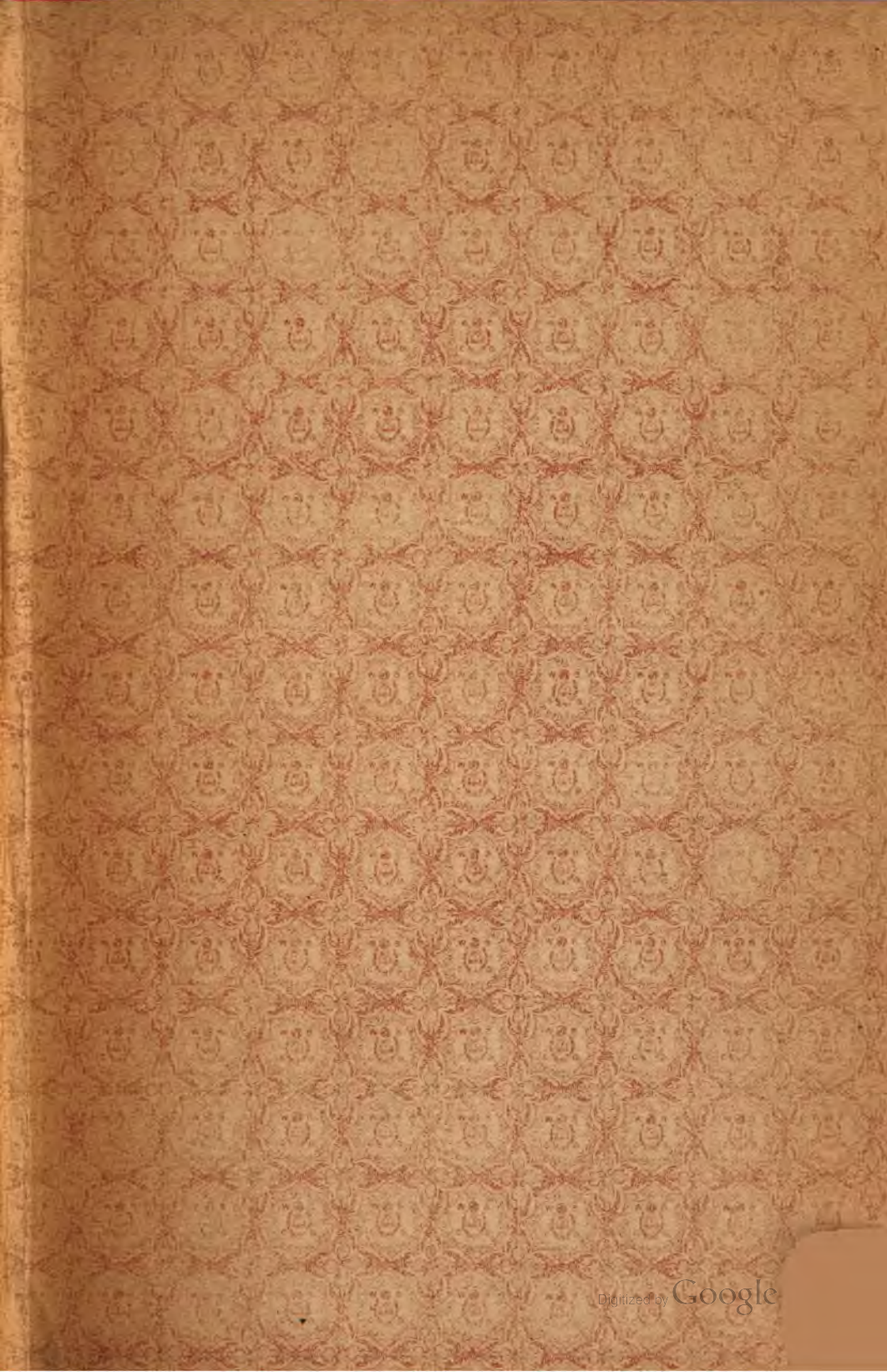
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DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

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ENTRANCE ROBERT A. WALLER HIGH.
Orchard and Center Sts.

PUBLIC SCHOOLS
OF THE
CITY OF CHICAGO

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

FORTY-SEVENTH ANNUAL REPORT
OF THE
BOARD OF EDUCATION
FOR THE
YEAR ENDING JUNE 30, 1901

PUBLISHED BY
THE BOARD OF EDUCATION
OF THE CITY OF CHICAGO
JANUARY, 1902

BOARD OF EDUCATION

For the Year 1900-1901

GRAHAM H. HARRIS, *President.*

THOMAS GALLAGHER, *Vice-President.*

*LOUIS C. LEGNER, *Secretary.*

NAME.	ADDRESS.	TERM EXPIRES.
THOMAS BRENNAN.....	216 Reaper Block, Clark and Washington streets...	1902
DANIEL R. CAMERON.....	73 Lake street	1902
CLAYTON MARK	Twenty-sixth street and Blue Island avenue.....	1902
MRS. CAROLINE K. SHERMAN.....	418 La Salle avenue.....	1903
JOHN T. KEATING.....	Room 924, Chicago Opera House Block.....	1903
THOMAS GALLAGHER.....	241 South Sangamon street.....	1903
†HERNARD F. ROGERS.....	154 La Salle street	1903
GRAHAM H. HARRIS.....	Room 1203, Schiller Building.....	1903
CHRISTIAN MEIER.....	Room 42, 70 La Salle street.....	1902
MRS. ISABELLE O'KEEFFE.....	4857 Michigan avenue	1901
JOSEPH DOWNEY.....	132 La Salle street.....	1901
F. J. LOESCH.....	Room 305, Ashland Block.....	1901
†W. S. CHRISTOPHER.....	406 Center street.....	1901
C. R. WALLECK.....	544 Blue Island avenue	1901
AUSTIN O. SEXTON.....	Room 28, 163 Randolph street.....	1901
JOSEPH STOLZ.....	157 Forty-second place.....	1902
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JOHN F. WOLFF.....	93 West Lake street.....	1901
GEORGE W. CLAUSSENIUS.....	Room 1, 94 Dearbon street.....	1902
EDWARD TILDEN.....	4612 Emerald avenue	1903
EDWIN F. ROWLAND.....	25-27 River street	1903

*Retired Dec. 18, 1900, and was succeeded by Lewis E. Larson.

†Resigned Nov. 26, 1900, and was succeeded by Mr. James A. Peterson.

‡Resigned May 20, 1901, and was succeeded by Mr. E. C. Dudley.

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STANDING COMMITTEES FOR 1900-1901.

SCHOOL MANAGEMENT.

Mr. Brennan, Chairman; Messrs. Loesch, Cameron, Mrs. Sherman, Mrs. O'Keeffe, Messrs. Keating, Sexton, Claussenius, Dawes, Stolz, Rowland and Meier.

BUILDINGS AND GROUNDS.

Mr. Rogers, Chairman; Messrs. Downey, Mark, Gallagher, Cameron, Sexton, Loesch, Wolff and Tilden.

FINANCE.

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COMPULSORY EDUCATION.

Mr. Meier, Chairman; Messrs. Loesch, Peterson, Mrs. O'Keeffe and Mr. Sexton.

SUPERINTENDENTS, SUPERVISORS AND BUSINESS OFFICIALS—1900-1901.

EDWIN G. COOLEY, SUPERINTENDENT OF SCHOOLS.

DISTRICT SUPERINTENDENTS.

District No. 1	..	..	..	..	..	..	M. ELIZABETH FARSON, R. 1210
District No. 2	..	..	..	..	..	..	CHARLES D. LOWEY, R. 1210
District No. 3	..	..	..	..	..	..	WM. W. SPEER, R. 1011
District No. 4	..	..	..	..	..	..	ELLA C. SULLIVAN, R. 1207
District No. 5	..	..	..	..	..	..	ALBERT R. SABIN, R. 1208
District No. 6	..	..	..	..	..	..	ALBERT G. LANE, R. 1207
District No. 7	..	..	..	..	..	..	EDWARD C. DELANO, R. 1208
District No. 8	..	..	..	..	..	..	HENRY G. CLARK, R. 1013
District No. 9	..	..	..	..	..	..	MARY E. VAUGHAN, R. 1013
District No. 10	..	..	..	..	..	..	WILLIAM C. PAYNE, R. 1015
District No. 11	..	..	..	..	..	..	WILLIAM C. DODGE, R. 1011
District No. 12	..	..	..	..	..	..	LINCOLN P. GOODHUE, R. 1013
District No. 13	..	..	..	..	..	..	LESLIE LEWIS, R. 1209
District No. 14	..	..	..	..	..	..	ALFRED KIRK, R. 1209

Assistant Superintendent,	..	..	..	..	..	FRED M. SARGENT, R. 1200
Superintendent of Compulsory Education,	..	..	..	..	..	W. LESTER BODINE, R. 1108
Superintendent of Parental School,	..	..	..	..	..	THOMAS H. MACQUEARY, R. 823

GUSTAV A. ZIMMERMANN,	..	..	..	..	..	Supervisor Modern Languages
HERMAN HANSTEIN,	..	..	..	..	..	Supervisor Drawing in High Schools
JEAN McW. MELLOR,	..	..	..	..	..	Acting Supervisor Drawing in Elementary Schools
H. W. FAIRBANK,	..	..	..	..	..	Supervisor of Singing
AGNES C. HEATH,	..	..	..	..	..	Assistant Supervisor of Singing

HENRY SUDER,	..	..	..	..	..	Supervisor Physical Culture
ROBERT M. SMITH,	..	..	..	..	..	Supervisor Manual Training
MARY McCOWEN,	..	..	..	..	..	Supervisor Schools for Deaf
JOHN B. CURTIS,	Supervisor Schools for Blind

FRED W. SMEDLEY,	Director Scientific Pedagogy and Child Study
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BUSINESS OFFICIALS.

*LOUIS C. LEGNER,	Secretary
JOHN A. GUILFORD,	Business Manager
THOMAS J. WATERS,	..	..	..	..	..	Chief Engineer
GEO. G. CUSTER,	..	..	..	..	..	Auditor
WILLIAM B. MUNDIE,	Architect
JOHN W. FOSTER,	Superintendent of Supplies

DANIEL J. McMAHON,	Attorney
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Suite 1131-1136 Unity Building.

*Retired Dec. 18, 1900, and was succeeded by Lewis E. Larson.

COMMITTEES ON SCHOOLS, 1900-1901.

CHICAGO NORMAL SCHOOL.

68th St. and Stewart Ave.

ARNOLD TOMPKINS, Principal.

HIGH SCHOOLS.

Assistant Superintendent in Charge, A. F. NIGHTINGALE.

Austin,
Calumet,
Englewood,
English High and Manual
Training,
Hyde Park,

Jefferson,
Lake,
Lake View,
Marshall,
Medill.

North Division,
Northwest Division,
South Chicago,
South Division,
West Division.

DISTRICT No. 1.

COMMITTEE.

Messrs. ROGERS, CHRISTOPHER and MARK.

District Superintendent in Charge, M. ELIZABETH FARSON.

Audubon,
Belle Plaine Ave.,
Blaine,
Bowmanville,
Burley, Augustus H.,

Field, Eugene,
Goudy, W. C.,
Greeley, Horace,
Hamilton,
Hawthorne,
McPherson.

Morris, Robert,
Nettelhorst, Louis,
Ravenswood,
Rose Hill,
Schneider, George.

DISTRICT No. 2.

COMMITTEE.

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District Superintendent in Charge, CHARLES D. LOWRY.

Agassiz,
Alcott,
Arnold,
Headley,
Hoyne, Thomas,

Kinzie,
Knickerbocker,
La Salle,
Lincoln,
Manierre,
Mulligan.

Newberry,
Ogden,
Prescott,
Sheldon,
Thomas, Geo. H.

DISTRICT No. 3.

COMMITTEE.

Mrs. SHERMAN, Messrs. SEXTON and LOESCH.

District Superintendent in Charge, WILLIAM W. SPERR.

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Armour Street,
Carpenter,
Franklin,
Huron Street,**

**Jenner, Edward,
Kosciusko,
Motley,
Peabody,
Schiller,**

**Talcott,
Trumbull, Lyman,
Washington,
Wells.**

DISTRICT No. 4.

COMMITTEE.

Mrs. SHERMAN, Messrs. SEXTON and LOESCH.

District Superintendent in Charge, ELLA C. SULLIVAN.

**Andersen,
Burr,
Chase,
Columbus,**

**Drummond,
Goethe,
La Fayette,
Langland,
Logan,**

**Mitchell, Ellen,
Pulaski,
Schley, Winfield S.
Wicker Park.**

DISTRICT No. 5.

COMMITTEE.

Messrs. MEIER and GALLAGHER.

District Superintendent in Charge, ALBERT R. SABIN.

**Avondale,
Bancroft,
Bismarck,
Brentano,
Cameron, D. R.**

**Darwin, Charles R.,
Irving Park,
Jefferson Park,
Linne,
Lowell,
Moos, Bernhard,**

**Nixon, Wm. Penn,
Norwood Park,
Von Humboldt,
Wabansia Avenue,
Yates, Richard.**

DISTRICT No. 6.

COMMITTEE.

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**Austin Grammar,
Beidler, Jacob,
Bryant,
Calhoun,
Chalmers, Thos.,
Emerson,
Emmet, Robert,**

**Ericsson, John,
Hayes,
Iowa Street,
Laurel Avenue,
Lawson, Victor F.,
Marshall, John,
Nash, Henry H.,**

**Ohio Street,
Ryerson,
School for Crippled
Children,
Sumner,
Tennyson,
Tilton.**

DISTRICT No. 7.

COMMITTEE.

Messrs. CAMERON, DOWNEY and WOLFF.

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Brainard,
Brown,
Crerar, John,
Dore,
Gladstone,
Goodrich,

Grant,
Irving,
Jackson, Andrew,
Jefferson,
King,
Marquette,

McLaren, John,
Montefiore,
Polk Street,
Scammon,
Skinner,
Tilden.

DISTRICT No. 8.

COMMITTEE.

Messrs. CAMERON, DOWNEY and WOLFF.

District Superintendent in Charge, **HENRY G. CLARK.**

Clarke,
Cooper,
Corkery, D. J.,
Farragut,
Froebel,
Hammond,

Howland, George,
Jirka, Frank J.,
Lawndale,
Medill,
Pickard,

Rogers,
Smyth, John M.,
Spry, John,
Whittier,
Worthy, John.

DISTRICT No. 9.

COMMITTEE.

Messrs. STOLZ, DAWES and BRENNAN.

District Superintendent in Charge, **MARY E. VAUGHAN.**

Brenan, Thomas,
Eighteenth Street,
Foster,
Garfield,
Goldsmith, Oliver,

Harrison,
Haven,
Jones,
Komensky,
Longfellow,

Sheridan, Mark,
Swing, David,
Throop,
Walsh,
Washburne.

DISTRICT No. 10.

COMMITTEE.

Mrs. O'KEEFE, Messrs. TILDEN and HARRIS.

District Superintendent in Charge, **WILLIAM C. PAYNE.**

Brighton,
Buckley,
Burroughs,
Chicago Lawn,
Everett,
Fallon,

Greene, Nathaniel,
Hartigan,
Healy,
Holden,
Mann, Horace,
McAllister,

McClellan,
Shields,
Ward,
Webster.

DISTRICT No. 11.

COMMITTEE.

Mrs. O'KEEFE, Messrs. TILDEN and HARRIS.

District Superintendent in Charge, WILLIAM C. DODGE.

Colman,	Hancock,	O'Toole,
Dewey, George,	Hedges,	Parkman,
Earle, Charles W.,	Hendricks,	Seward,
Fulton,	Hoerner,	Sherman,
Graham,	Holmes,	Sherwood.
	Kershaw,	

DISTRICT No. 12.

COMMITTEE.

Messrs. KEATING, CLAUSSENIUS and ROWLAND.

District Superintendent in Charge, LINCOLN P. GOODHUE.

Auburn Park,	Emerald Avenue,	Riverdale,
Barnard, Alice L.,	Fernwood.	Scanlan,
Bass, Perkins,	Gresham,	Van Vliessingen,
Beale,	Harvard,	Wentworth, D. S.
Brownell,	Lewis-Champlin,	West Pullman,
Curtis, George Wm.,	Normal Practice,	Yale.
	Raster, Hermann,	

DISTRICT No. 13.

COMMITTEE.

Messrs. KEATING, CLAUSSENIUS and ROWLAND.

District Superintendent in Charge, LESLIE LEWIS.

Bowen,	Gallistel,	Ray,
Bradwell, Myra,	Kenwood,	Sheridan, Phil.,
Burnside, A. E.,	Kozminski, Chas.	Stony Island Ave
Carter,	Madison Avenue,	Taylor,
Clay, Henry,	McCosh,	Thorp, J. N.,
Cornell,	Park Manor,	Woodlawn.
Ellis Avenue,	Pullman,	

DISTRICT No. 14.

COMMITTEE.

Messrs. STOLZ, DAWES and BRENNAN.

District Superintendent in Charge, ALFRED KIRK.

Calumet Avenue,	Fuller, Melville W.,	Oak Ridge,
Cummings,	Greenwood Avenue.	Parkside,
Doolittle, J. R., Jr.,	Keith,	Raymond,
Douglas,	Marsh, J. L.,	Scott, Walter,
Eighty-third Street,	Moseley,	Springer,
Farren,	Oakland,	Willard, Frances E
Forestville,		



CARTER H. HARRISON SCHOOL.
Twenty-third Pl., near Wentworth Ave.

REPORT OF THE PRESIDENT

ANNUAL REPORT OF THE PRESIDENT.

To the Members of the Chicago Board of Education:

I respectfully submit my third annual report as your president, and in doing so it affords me pleasure to review the work of a year which has been a notable one for the glory and the good of our public schools. It has been an era in which school life in Chicago has kept moving with the motion of progress. It has been fraught with the achievements of energy and earnest thought in every branch of the service.

Many new elementary schools have been erected; the educational service has been immeasurably bettered; the Board committees have been reduced at a saving of time, money and effort; the Dawes resolution has forever silenced the cries that "pull" was a menace to merit; the grade teachers' wage schedule has been restored, and the courses of study have been reduced, improved and simplified; manual training has been extended at decreased cost; provision has been made for the education of the blind; the cry of the crippled child for free transportation to school has been heeded; a far-reaching reform in granting free text-books has been voted; a reorganization of the teaching corps has materially strengthened the lines of pedagogy, and the Superintendent has been given a free hand in guiding the destiny of the schools.

The election of Mr. E. G. Cooley as Superintendent of Schools, followed by the increased power given the Superintendent, has been fruitful of success, harmony and active coöperation, that have undeniably made an everlasting impression upon the life of Chicago's public schools. The personality of the man, his high rank as an educator, and his splendid administrative ability, fully merit the cordial support and the implicit confidence

which the members of the Board of Education have at all times given him.

I desire to commend you, the members of the Board of Education, for your diligence to duty in the stewardship of our public schools, and to congratulate you upon the gratifying results. You have managed this great people's estate with honor to yourselves and with fidelity to a sacred public trust. I believe that the masses appreciate this constancy to the best interests of the schools, but there are still a few—a very few—disgruntled critics who are so blinded with prejudice that they refuse to see the light of fact which is spread before their eyes. As a result, they will doubtless continue to perniciously attack our public school system in the future, as they have done in the past. These attacks are so manifestly untrue, however—so apparently the product of personal or political motives—that they will not mislead the parent nor deceive the citizen.

NEW SCHOOLS AND INCREASED FACILITIES.

The marvelous growth of Chicago and the great increase in enrollment of school children have caused a congestion for seating capacity in some localities. But this is rapidly being overcome by the erection of new schools, and a corresponding reduction in the percentage of half-day sessions. The excuse that a child cannot attend school in Chicago, for lack of a seat, however, does not exist. During the past year, nine new elementary schools and one new high school have been erected, at a cost of \$1,024,000. This gives one hundred and eighty additional class rooms, and increases the seating capacity eight thousand four hundred and ninety-six. Exclusive of these increased accommodations, ten additions to other elementary schools have been constructed, at a cost of \$483,000, which adds one hundred class rooms and a seating capacity of four thousand eight hundred to the system, making a total of two hundred and eighty more class rooms and thirteen thousand two hundred and ninety-six seats. There are also under construction nine other elementary schools, with a capacity of one hundred class rooms and four thousand five hundred and ninety-two seats, and contracts are soon to be

let for seven additional grammar schools. Thus it will be seen that great progress has been made for an expansion of schools of the grammar and elementary grades, and that only one high school has been constructed.

The Parental School, which has been such a long-felt want in our system, is rapidly approaching completion. Every large city in the United States has a corrective institution of this character, and I believe that it will be a most effective agency in assisting the work of juvenile reform—in shaping the destiny of future citizens of the republic, and in giving a moral and intellectual uplift to boys and girls whose conduct is frequently the product of mothers' mistakes and fathers' failures.

The list of new school buildings completed from September, 1900, to September 1901, is as follows:

Dist.	School and Location.	Cost.	No. of Rooms.	Seating.
5	Belding (Hiram H.), N. 42d court and W. Cullom street.....	\$ 70,000	12	576
1	Coonley (John C.), south half, Belle Plaine avenue and N. Leavitt street.....	55,000	10	480
5	Darwin, Catalpa place and Edgewood avenue	112,000	22	1,056
11	Dewey (George), 54th street and Union avenue	125,000	22	1,056
14	Drake (John B.), Calumet avenue near 26th street.	92,000	19	912
14	Felsenthal (Herman), Calumet avenue near 41st street	110,000	22	1,056
12	Fernwood, 101st street and Union avenue...	70,000	9	432
10	Fifty-third street and Sawyer avenue.....	40,000	8	384
9	Goldsmith (Oliver), 210 Maxwell street	50,000	18	720
10	Thirty-third place, between Auburn and Morgan streets.....	100,000	18	864
	Waller (Robert A.), High, Orchard and Center streets.....	200,000	20	960
Totals, New Buildings		\$1,024,000	180	8,496

ADDITIONS.

12	Auburn Park, 81st street and Normal avenue	\$75,000	10	480
5	Avondale, N. Sawyer avenue and W. Wellington street	85,000	16	768

PUBLIC SCHOOLS.

Dist.	School and Location.	Cost.	No. of Rooms.	Seating.
7	Dore, W. Harrison street, near Halsted street	75,000	12	579
11	Earle (Chas. War.), 61st street and Hermitage avenue	50,000	10	480
12	Harrison, 23d place, near Wentworth avenue	70,000	12	576
13	Madison avenue, near 75th street	50,000	8	384
2	Prescott, Wrightwood and Ashland avenues.	67,000	12	576
	Class rooms in various schools	11,000	20	960
Totals, Additions		\$ 483,000	100	4,800
Totals, New Buildings		1,024,000	180	8,496
		<u>\$1,507,000</u>	<u>280</u>	<u>13,296</u>

The buildings to be completed during the coming year, and now under construction, are:

Dist.	School and Location.	Cost.	No. of Rooms.	Seating.
5	Belding (Hiram H.) Addition, N. 42d court and W. Cullom street	\$ 30,000	6	228
1	Coonley (John C.), north half, Belle Plaine avenue and N. Leavitt street	55,000	10	480
1	Edgewater Branch Addition (W. C. Goudy school), Winthrop avenue, near Ardmore avenue	15,000	3	144
11	Arthur A. Libby School, 53d and Loomis streets	130,000	26	1,248
6	John Marshall Addition, Adams street near Kedzie avenue	105,000	12	576
12	Normal Practice School Addition, 68th street and Stewart avenue	100,000	24	1,008
9	Mark Sheridan Addition, Wallace and 27th streets	70,000	7	336
12	W. Q. Gresham Branch, at 89th street and Lowe avenue	4,000	4	192
	Parental School—Cottage, St. Louis avenue and Berwyn avenue	35,000	....	120
	Parental School—Main Building	150,000	8	200
		<u>\$694,000</u>	<u>100</u>	<u>4,592</u>

The buildings to be completed during the coming year, ending September, 1902, for which contracts have not been awarded, are:

Dist.	School and Location.	Cost.	No. of Rooms.	Seating.
8	Robert Burns School (Lawndale), Central Park avenue and 25th street	\$110,000	20	960
7	Dante School, Desplaines and Forquer streets	110,000	20	960
9	Jungman School, 18th and Nutt streets.....	110,000	22	1,056
10	Shields School, 43d and Rockwell streets....	75,000	12	576
14	Wm. K. Sullivan School, 83d street and Houston avenue	115,000	18	904
3	Talcott Addition, Ohio and Lincoln streets..	110,000	22	1,056
	English High and Manual Training School, Van Buren street and Oakley boulevard..	250,000	34	1,020
Totals (not contracted).....		\$880,000	148	6,532
Totals (under construction)...		694,000	100	4,592
		\$1,574,000	248	11,124

The wisdom of placing the repair department under the supervision of the Architect has been apparent in the improved conditions which have followed that action. The Board of Education is fortunate in having the services of such a competent architect as Mr. W. B. Mundie. The school buildings erected under his administration are of such a high standard of architectural excellence, that the officials of other cities have modeled their schools after them. The efficiency and promptitude of service in this department were manifested when a new building was erected on the ashes of the old Douglas School within sixty days after the latter was destroyed by fire.

While the constructive conditions in a few of the rented rooms are not in consonance with the general excellence of other buildings, these instances are being succeeded by new class rooms as rapidly as possible.

Sanitary conditions and ventilation at the schools, in general, are good. Under the wise supervision of Chief Engineer Thos. J. Waters, with the technical advice and coöperation of a thoroughly competent corps of medical inspectors and sanitary inspectors,

the schools are kept in a clean and healthful condition. They are heated and ventilated with every consideration for personal care and comfort.

SCHOOL ATTENDANCE AND ENROLLMENT.

There has been a great improvement in the enrollment and school attendance since the reorganization of the compulsory education department, followed by the diligent work of Superintendent Bodine and his staff of truant officers, who have given persistent and efficacious attention to non-attendants as well as truants. And this demonstrates the fact that such work should be conducted exclusively by that department. The total enrollment in the schools during the year was 262,738; the average daily membership was 221,511; the average daily attendance, 208,081, and the attendance averaged 93.9 per cent. The promotions from grade to grade aggregated 176,774, or a percentage of 79.8—demonstrating the mental aptitude of pupils in the various grades.

MANUAL TRAINING.

The facilities for manual training at the English High and Manual Training School have been enlarged, and I am pleased to note the proposed additions for this branch of service at the Lyman Trumbull School and the old South Division High School, thus establishing a center for manual training in each division of the city. The benefits of this branch of the system are many. I believe they are needed fully as much as academic features. Manual training appeals to the interest of boys, and has proved a great factor in behalf of school attendance, as well as a source of much benefit in the future lives of the pupils. There has always been a popular demand for manual training, because the people believe that the education of mind and muscle are synonymous with the needs of practical life. Many additional centers for this desirable adjunct of the school system have been established at a decreased cost of maintenance. In 1899 there were 54 centers, which cost \$42,122.31 per year to maintain. In 1900-1901 there were 71 centers, the maintenance of which cost \$38,114.49 per year—an increase of 17 centers, at a decreased cost of \$4,007.82.



CHARLES R. DARWIN SCHOOL.
Armitage Ave. and Humboldt Blvd.

THE NORMAL SCHOOL.

The election of that eminent educator, Dr. Arnold Tompkins, as head of the Normal School, together with the selection of others of recognized educational rank as his staff of assistants in that important branch of the system, has been prolific of excellent results. The examination of pupils at the Normal School, by a competent Board of Medical Examiners, is an assurance of the physical as well as mental fitness of the teachers of the future. The institution of the new department of English, to train teachers in the best methods of grammar, literature and composition, has been another progressive stride at this school. I favor the proposed building of an addition at the Normal School, so that facilities for instruction may be increased.

EDUCATION OF THE BLIND.

The education of the blind, and appointment of a supervisor for this new department, has been a thoughtful as well as a humane consideration, which has met the unqualified approval of the public. The present system of educating the blind under normal conditions at the schools, with other pupils, is undoubtedly the better plan to fit the pupil for a position in life.

CRIPPLED CHILDREN.

It remained for Chicago to lead the world in placing the free transportation and education of crippled children in the public school system. In other cities such service is made by charitable organizations or subscriptions by benevolent citizens, thus making dependents of these unfortunate little ones. One year ago I became convinced that it was as much the duty of the Board of Education to educate and transport the crippled child, as it was to educate the deaf and the defective. The School Management Committee sustained my recommendation, and as a result there are to-day two centers where classes for crippled children are maintained, and four buses in service to take them to and from school each day. The cost per capita for this branch is trivial, when one considers that these helpless little cripples

have been saved from a sacrifice of their education, and many of them would have grown up in ignorance, to become future burdens for the taxpayer. Many of these children are deformed with hip and spine diseases, the majority of which can eventually be cured. The present transportation service should be expanded, as many cripples are on the waiting list, owing to an inadequate number of buses to transport them to school.

MEDICAL INSPECTION.

During the year the city was infected with smallpox, but the schools were saved from an invasion of the pest, due to the vigilance of School Medical Inspectors, the Health Department, and a rigid enforcement of rules governing compulsory vaccination. Since medical inspection was introduced in the schools (two years ago) its efficacy has been apparent from the large number of contagious diseases which have been detected and excluded by the Medical Inspectors of Schools, who are under the technical direction of the Health Department. The health interests of the children in our schools should, at all times, be carefully considered, and by its usefulness medical inspection has already become a permanent feature of the system.

KINDERGARTENS.

The pressure from the public for more kindergartens has been persistent. Although the means at the disposal of the Board of Education were limited, ten additional kindergartens were placed in districts where they could accomplish the greatest amount of good.

CIVIL SERVICE.

The sixty-day-appointee system has been eliminated during the year, and all departments, outside of the educational corps, have been placed under civil service, including the Secretary, the Architect, the Superintendent of Compulsory Education, Truant Officers, Secretary to the President, Specification Clerk, and others. With a test of fitness for every employe, and an examina-

tion for teachers, merit has triumphed, and there can be no consistent excuses for accusations of political influence in considering the roster of employes of the Board of Education.

ECONOMICAL MANAGEMENT.

It is due to the Finance Committee, and other committees, and to the Business Manager, to give special mention to the economical and proficient policy with which the affairs of the Board of Education have been conducted during a period when the revenue was inadequate to meet all needs. And in this respect the wisdom, business tact and vigilance of Mr. Clayton Mark, Chairman of the Finance Committee, merit special praise and appreciation.

COMMITTEE CONSOLIDATION.

The reduction and consolidation of committees has relieved the Superintendent's office of an enormous amount of labor, has obviated former duplication of work, and economized in time and money for the Board members and the Superintendent. It has simplified the administrative system and relieved it of former business methods which were cumbersome and less effectual in promptitude and proficiency.

SPECIAL STUDIES.

In the study of German and modern languages, in music, drawing, physical culture and household arts, the usual standard of worth has been maintained during the year.

HOME AND SCHOOL.

I am pleased to observe that parents are becoming more and more interested in the public schools. The value of sympathy between the home and the school is one that should be realized by every father, mother and guardian. If parents and principals and teachers became better acquainted with one another it would obviate many misunderstandings of the child, and prove a mutual alliance to safeguard the behavior and the advancement of the

pupil. Parents should visit the schools oftener, and by their presence stimulate the intellectual ambition of their boys and girls. The chief bulwark of American institutions is the public school. As such it should receive the hearty support of every citizen who has a spark of patriotism in his heart. If our children attend school regularly and are reared in an atmosphere of true Americanism, with a reverence for the flag that floats over the schoolhouse, anarchy and assassination will be stamped out, and the names of our future Presidents will not be on a nation's tears.

GRAHAM H. HARRIS,
President Board of Education.

Owing to the great demand for copies of previous reports on Child Study Investigation, the report of the Director of Child Study and Pedagogic Investigation for the school year ending June 30, 1901, will be printed in separate pamphlet form



AUBURN PARK SCHOOL.
Normal Ave., near Eightieth St.

REPORTS OF STANDING COMMITTEES

REPORT OF COMMITTEE ON FINANCE.

To the Board of Education of the City of Chicago:

Your Committee on Finance respectfully presents their report in detail of the expenditures on account of the Board of Education for the school year ending June 30, 1901, as follows:

SCHOOL TAX FUND BUILDING ACCOUNT.

SCHOOL SITES—

Northeast corner Ingelside avenue and Fifty-fourth street (four quarterly payments).....	\$ 1,750 00
Addition to Harrison School lot.....	24,250 00
Addition to W. S. Schley School lot.....	1,800 00
Addition to Oliver Goldsmith School lot.....	2,500 00
Addition to Talcott School lot.....	10,710 50
Addition to Thirty-third Place and Morgan Street School lot.....	128 75
Addition to Waubansia Avenue School lot.....	25 00
Addition to South Division High School lot.....	49,578 00
Nutt and Eighteenth Street School lot.....	29,511 00
Desplaines street, between Forquer and Ewing streets.....	363 50
Van Buren street, between Oakley and Irving avenue, school lot.....	48,517 00
Laurel Avenue School lot.....	724 50
	\$ 157,368 25

NEW BUILDINGS—

On account of contracts for erection of.....	838,409 43
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PARENTAL SCHOOL BUILDINGS—

On account of contracts for erection of.....	4,900 29
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PERMANENT IMPROVEMENTS—

Fitting up additional class rooms in the following
named school buildings:

Blaine.....	\$ 59 50
Bradwell.....	1,625 40
Bryant.....	1,100 35
Burnside.....	494 05
Chase.....	554 00
Edgewater Branch.....	447 00

Lafayette.....	\$	55 39	
Normal.....		8 3 60	
Spry.....		78 40	
Sumner.....		24 40	
Scott, Walter.....		1,207 50	
Wicker Park.....		701 00	
Woodlawn.....		460 00	
	\$		7,621 19

Fitting up bath rooms in the following named school buildings:

Fallon.....	\$	777 00	
Hendricks.....		889 00	
Swing.....		685 00	
Trumbull.....		362 76	
	\$		2,663 76

Fitting up manual training rooms in the following school buildings:

Field.....		76 00	
Trumbull.....		143 73	
Van Vliasingen.....		55 00	
	\$		274 73

Substitution of steam heating apparatus in place of furnaces in the following named buildings:

Bradwell, Myra.....	\$	17,416 00	
Fuller, M. W.....		19,838 09	
Lake High.....		9,626 00	
Sheldon.....		680 86	
Webster.....		16,202 26	
	\$		63,756 30

Construction of water closets in connection with old buildings.

Brenan.....	\$	879 00	
Brighton.....		567 00	
Brownell.....		27 00	
Clarke.....		243 00	
Doolittle.....		738 00	
Emerald Avenue.....		465 40	
Emmet.....		1,100 00	
Iowa Street.....		1,100 00	
Nixon.....		327 00	
Ohio Street.....		985 50	
Raymond.....		94 00	
Ravenswood.....		54 00	
Webster.....		236 00	
Worthy, John.....	\$	151 00	
	\$		6,906 90

Gas fixtures in the following named buildings:

Jirka, Frank J.....	\$	457 60	
Linne.....		38 80	
Normal.....		5 25	
Peabody.....		180 00	
Smyth, John M.....		41 25	
Whittier.....		111 60	
	\$		784 50

COMMITTEE ON FINANCE.

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Cement sidewalks at the following named buildings:

Alcott.....	\$	235 88	
Chalmers.....		1,275 00	
Goethe.....		540 15	
Kershaw.....		561 83	
Lewis.....		1,266 25	
Motley.....		414 00	
Normal Practice.....		274 40	
Parkman.....		361 16	
Prairie Avenue and Thirty-ninth Street.....		133 73	
Schiller.....		339 53	
Thomas, George H.....		532 84	
Wells.....		650 52	
	\$		6,584 49

Steam pipe covering in the following named buildings:

Lake High.....	\$	189 88	
Bradwell.....		115 30	
Fuller, M. W.....		93 12	
Webster.....		78 08	
	\$		475

Scales at the following named buildings:

Austin High.....	\$	330 75	
Lake View High.....		330 75	
North Division High.....		330 75	
Burley.....		330 75	
Burr.....		330 75	
Cummings.....		330 75	
Knickerbocker.....		330 75	
King.....		330 75	
Marshall.....		330 75	
Mulligan.....		330 75	
Raymond.....		330 75	
Sherwood.....		330 75	
Swing.....		330 75	
	\$		4,299 75

Alterations and improvements at the following named buildings:

Austin High, electric wiring.....	\$	110 00	
Austin High, earth filling.....		55 50	
Lake High, electric wiring.....		195 00	
Lake High, sheet metal roof.....		2,656 00	
Lake View High, alterations.....		496 10	
Beldler, bookcases.....		449 00	
Chalmers, drinking fountain.....		107 00	
Chalmers, flag pole.....		100 00	
Clay, drinking fountain.....		373 00	
Fallon, plastering.....		160 45	
Farren, plastering.....		122 00	
Field, flag pole.....		103 00	
Field, cement floors.....		293 04	
Fuller, storm house.....		150 00	
Goldsmith, alterations.....		701 00	
Harrison, flag pole.....		38 00	
Holden, bookcases.....		133 00	

REPORTS OF STANDING COMMITTEES.

Irving, new entrance and office	\$ 1,548 75	
Kozminski, carpentry	147 90	
LaFayette, bookcases	185 00	
Lewis, trench covers	50 00	
Normal Practice, terrace work, etc.....	693 00	
Sexton, James A., alteration	656 45	
Schiller, metal ceiling	1,196 00	
Sundry buildings, wire guards	174 95	
Surveying.....	80 00	
	<hr/>	\$ 10,890 44
County Collector's commission on collection of taxes.....		\$ 104,249 89
		<hr/>
Total expenditures School Tax Fund building account		9,019 41
		<hr/>
		\$1,108,247 27
INDEBTEDNESS—		
Matured bonds.....	\$ 76,800 00	
Interest coupons.....	89,490 50	
Interest on deferred payments.....	2,578 10	
	<hr/>	\$ 118,358 60
DISTRICT 2, T. 29. R. 18—		
Settlement with Trustees (Austin).....		12,000 00

SCHOOL TAX FUND—EDUCATIONAL ACCOUNT.

SALARIES—

Superintendents and teachers	\$ 5,106,599 85	
Less amount charged to School Fund.....	\$ 859,585 13	
Less for salaries of teachers of special studies..	971,937 37	
	<hr/>	1,831,542 50
		<hr/>
		\$ 3,275,057 35
Office employees.....	\$ 46,189 88	
Engineers and janitors.....	478,112 50	
Bath room attendants	8,147 00	

GENERAL REPAIRS—

Masonry and brick work.....	\$ 360 15
Lathing and plastering.....	2,215 14
Mixed paints, oil, white lead, etc.....	4,050 26
Calotmining.....	6,847 00
Repairing and painting roofs.....	7,560 60
Repairs to iron, tin and sheet metal work.....	7,086 17
Plumbing, gas fitting and sewerage.....	10,870 50
Cleaning water closet vaults.....	504 45
Window glass and putty.....	3,169 88
Blackboards.....	3,232 26
Cleaning buildings.....	149 67
Hardware and nails.....	5,971 94
Lumber for sidewalks, fences, etc.....	12,081 98
Repairing cement floors.....	766 10
Carpenters and laborers' wages	90,303 45
Keep and care of horses.....	2,841 72

COMMITTEE ON FINANCE.

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Stable expenses	\$ 5,733 68	
Shoeing horses.....	1,084 05	
Whitewashing.....	377 55	
Repairs to wagons, buggies and harness.....	1,345 50	
Painting, graining and varnishing.....	10,731 18	
Removing ashes and rubbish.....	4,910 86	
Fitting up branches.....	3,487 89	
Horses, buggies and harness.....	956 85	
Restoring rented buildings.....	1,308 90	
Repairing venetian blinds.....	2,159 19	
Repairing scales.....	988 96	
Repairing flag poles.....	301 63	
Repairing electric bells.....	1,484 98	
Fitting up offices (Schiller Building).....	458 98	
Fitting up West Division High School.....	2,185 90	
Insurance.....	1,629 80	
Salaries—inspectors, clerks, etc.....	7,539 88	
Surveying, taxes, etc.....	107 75	
	<hr/>	\$ 204,421 64

HEATING APPARATUS—

Ordinary repairs to steam heating apparatus.....	\$ 26,811 92	
Ordinary repairs to furnaces and stoves.....	3,924 78	
Cut lace, gaskets and packing.....	987 16	
Engine and cylinder oil.....	1,304 46	
Repairing steam pipe covering.....	1,148 73	
Inspecting boilers.....	10 06	
Salaries—engineers and clerks (engineer's office).....	3,350 00	
	<hr/>	37,457 03

APPARATUS AND FURNITURE—

Renewal of old seats and desks.....	\$ 6,220 95	
Principals' desks	1,429 45	
Teachers' tables.....	1,326 43	
Reference book tables.....	2,361 43	
Chairs.....	1,076 10	
Clocks.....	948 99	
Repairing and cleaning clocks.....	299 10	
Book cases and wardrobes.....	4,374 50	
Window shades.....	1,388 70	
Ink wells and glasses.	4,287 70	
Office furniture.....	1,099 96	
Labor reseating class rooms.....	1,771 70	
Typewriters.....	215 35	
Model cases.....	725 95	
Key boards.....	4 85	
Repairing old furniture.....	17,773 94	
	<hr/>	45,308 08

RENTAL OF PROPERTY OCCUPIED FOR SCHOOL PURPOSES—

School Fund lots.....	\$ 11,940 00	
Rooms and buildings.....	66,063 25	
Offices of Board of Education.....	13,168 16	
	<hr/>	\$ 91,171 41

FILTERS—

Equipment and maintenance from March to June 30, 1900....	\$ 10,479 31
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FUEL—

Primary and grammar schools :

Soft coal	\$ 220,628 80	
Hard coal.....	87,154 83	
Pine slabs.....	3,984 85	
Heating Agassiz School.....	300 00	
Carrying in coal.....	23 45	
Inspecting scales.....	194 75	
	<hr/>	\$ 262,286 17

SCHOOL SUPPLIES—

Chalk crayons.....	\$ 1,399 00	
Lead pencils.....	8,895 25	
Slate pencils.....	87 30	
Pens.....	5,733 68	
Pen holders.....	1,260 00	
Writing paper.....	11,370 27	
Note paper.....	140 76	
Cap paper.....	3,487 21	
Ink.....	782 68	
Blank books and stationery.....	835 21	
City directories.....	52 50	
Blackboard pointers.....	79 80	
Blackboard rubbers.....	770 00	
Rent of telephones.....	1,132 78	
Wrapping paper and twine.....	379 83	
Insurance.....	767 26	
Postage and postal cards.....	4,840 94	
Telegram charges.....	187 85	
Express charges and car fare.....	257 30	
Ribbons for diplomas.....	63 62	
Spelling tablets.....	2,468 00	
Arithmetic tablets.....	6,588 44	
Scissors.....	1,131 75	
Paste.....	58 41	
Suppers.....	820 00	
Clerks' salaries (supply rooms).....	4,461 43	
Watchman (supply rooms).....	1,008 00	
	<hr/>	\$ 58,569 26

SCHOOL HOUSE SUPPLIES—

Floor brushes.....	\$ 6,068 73	
Corn brooms.....	387 24	
Dust brushes.....	536 35	
Stove brushes.....	6 66	
Feather dusters.....	371 84	
Wool dusters.....	418 65	
Scrub brushes.....	652 56	
Dust pans.....	235 80	
Water pails.....	387 90	
Soap and soap powder.....	2,030 31	
Sponges.....	1,596 71	
Mops and mop handles.....	620 62	
Coal hods.....	94 50	
Coal scoops.....	114 40	
Snow shovels.....	36 00	
Wheel barrows.....	114 00	

COMMITTEE ON FINANCE.

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Stubber hose.....	\$	483 10	
Ash hoes, etc.....		143 90	
Kerosene oil.....		205 27	
Iron enamel.....		75 00	
Oil cans.....		46 08	
Zinc Ollers.....		29 46	
Lanterns, wick and globes.....		127 72	
Hand rakes.....		9 80	
Axes and handles.....		46 38	
Buck saws.....		16 00	
Hammers.....		6 80	
Wrenches.....		104 46	
Screw drivers.....		11 19	
Putty knives.....		7 25	
Thermometers.....		100 80	
Ink vents.....		45 00	
Tin cups and chains.....		486 54	
Picks and handles.....		8 64	
Window platforms and window washers' jackets.....		205 22	
Window poles.....		126 00	
Call bells.....		58 02	
Metal polish.....		51 55	
Door mats.....		2,575 50	
Key rings.....		80 80	
Gas.....		3,461 18	
Electric light.....		1,147 06	
Rat and mouse traps.....		80 00	
Disinfectant.....		103 45	
Water and ice for offices.....		167 62	
Salt.....		100 00	
Electric lamps.....		57 25	
Grass hooks and scythe stones.....		10 10	
Grass seed.....		75 64	
Police badges.....		32 80	
Matches and sundries.....		41 86	
Waste paper baskets.....		172 05	
Lawn mowers.....		29 75	
Flags.....		227 40	
Step ladders.....		238 35	
Mortar hose.....		23 75	
Corks.....		13 00	
Towels, etc.....		196 78	
Water, Rogers Park and Austin Schools.....		722 66	
Stone jugs.....		21 96	
Clerks' salaries, supply rooms.....		4,461 39	
Galvanized iron boxes for oil.....		676 20	
Insurance.....		82 50	
Toilet paper.....		80 00	
	\$	30,913 40	
PRINTING AND ADVERTISING—			
Publication of Annual Report.....	\$	1,093 88	
Publishing Proceedings of Board.....		2,851 67	
Miscellaneous printing.....		9,049 73	
Advertising.....		1,434 05	
Engrossing.....		65 22	
	\$	14,494 55	

EVENING SCHOOLS—

Teachers salaries.....	\$ 48,166 35	
Engineers and janitors salaries.....	4,150 90	
Gas.....	3,854 13	
Fuel.....	1,908 52	
Printing.....	275 30	
Posting notices.....	50 00	
		\$ 58,405 09

SCHOOL LIBRARIES—

Additions to school libraries.....	\$ 357 81	
Supplementary readers.....	9,031 34	
Maps, charts and reference books.....	1,581 48	
Rebinding library and reference books.....	1,406 85	
Rent.....	67 50	
Chicago Academy of Science (books).....	164 83	
Expense in connection with trip east Supt. of Schools.....	125 50	
		\$ 12,945 31

X TEXT BOOKS—

For use of indigent pupils.....	\$ 22,707 39	
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HIGH SCHOOLS—

Salaries of Superintendent and teachers.....	\$ 489,176 68	
Salaries of engineers and janitors.....	27,993 37	
Salary of stenographer (six months).....	471 76	
Fuel.....	16,379 86	
Gas and electric light.....	881 55	
Reference books, maps, charts.....	2,480 08	
Philosophical apparatus.....	3,868 13	
Laboratory supplies.....	3,258 90	
Supplies Drawing Department.....	462 53	
Printing.....	341 79	
Diplomas.....	1,058 66	
Rent (six months).....	150 00	
Ink.....	28 60	
Rebinding books.....	46 50	
Water (Austin High School).....	44 53	
Repairing, tuning and moving pianos.....	10 55	
Repairing typewriters.....	908 25	
Pianos.....	420 00	
		\$ 546,076 73

ENGLISH HIGH AND MANUAL TRAINING SCHOOL—

Salaries of teachers.....	\$ 36,706 89	
Salaries of engineer and janitor.....	2,530 00	
Salary of watchman.....	965 00	
Fuel.....	767 63	
Gas and electric light.....	723 88	
Electric power.....	623 92	
Drawing paper, ink, etc.....	230 53	
Tools and machinery.....	386 59	
Laboratory apparatus and supplies.....	316 06	
Reference books, maps, charts, etc.....	44 40	
Printing.....	21 64	
Shop supplies.....	2,077 98	
		\$ 45,883 47

COMMITTEE ON FINANCE.

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MANUAL TRAINING IN GRAMMAR SCHOOLS—

Salaries of teachers.....	\$	32,728 24	
Tools and machinery.....		1,880 88	
Shop supplies.....		3,510 42	
			\$ 38,114 49

MANUAL TRAINING AT THE HOUSE OF CORRECTION—

Salaries of teachers.....	\$	13,875 54	
Salaries of engineer and janitor.....		5,067 25	
Fuel.....		2,324 19	
Shop supplies.....		660 23	
			\$ 21,627 21

NORMAL SCHOOL—

Salaries of teachers.....	\$	46,797 00	
Salaries of engineer and janitor.....		2,180 13	
Fuel.....		1,287 78	
Gas and electric light.....		108 70	
Text books, reference books, etc.....		458 30	
Printing.....		59 90	
Care of school grounds.....		506 04	
School supplies.....		446 07	
Laboratory supplies.....		559 18	
Tuning and repairing pianos.....		41 50	
Cataloguing.....		173 75	
Rebinding books.....		181 70	
Desks, typewriter, etc.....		397 80	
Physical examination of pupils.....		567 50	
Insurance.....		225 00	
			\$ 58,935 20

KINDERGARTENS—

Salaries of teachers.....	\$	93,108 00	
Supplies.....		2,261 18	
Pianos.....		175 00	
Tuning and repairing pianos....		125 75	
Chairs, tables, etc.....		706 54	
Rent		343 00	
Salaries engineers and janitors		1,288 00	
			\$ 98,007 42

MUSIC—

Salaries of teachers..	\$	21,524 00	
Stenographer and typewriter.....		450 00	
Music books		3,536 15	
Printing.....		25 40	
Tuning and moving pianos		393 64	
Pianos		1,340 00	
			\$ 27,270 19

DRAWING—

Salaries of teachers.....	\$	17,313 00	
Stenographer and typewriter.....		450 00	
Models and studies		11 70	
Drawing paper.....		5,319 99	
Drawing books		648 00	
Lead pencils		1,510 45	
Charcoal		635 50	

Colored paper	\$	585 00	
Colored chalk		1,908 50	
Mounting board		405 00	
Picture frames and hooks		43 50	
Paste and fixatif		94 10	
Atomizers		37 08	
Printing		2 00	
			\$ 28,958 77
PHYSICAL CULTURE—			
Salaries of teachers	\$	10,081 25	
Indian clubs and dumb bells		180 00	
Indian club and dumb bell racks		988 95	
Wands		120 00	
Wand racks		124 70	
Gymnasium apparatus		738 25	
			\$ 11,513 15
GERMAN—			
Salaries of teachers	\$	169,479 05	
Text books		850 88	
Printing		142 85	
			\$ 170,471 78
SCIENTIFIC PEDAGOGY AND CHILD STUDY—			
Salaries of teachers	\$	3,824 00	
Apparatus		164 54	
Printing		408 27	
			\$ 4,406 81
DEAF MUTE SCHOOLS—			
Salaries of teachers	\$	17,653 40	
Salaries of janitors		420 00	
Fuel		86 10	
Rent (six months)		162 00	
School supplies		268 61	
Car fare		20 00	
			\$ 18,610 11
HOUSEHOLD ARTS—			
Salaries of teachers	\$	12,501 82	
Salaries of engineers and janitors		134 00	
Cooking supplies		1,843 21	
Gas		385 00	
			\$ 14,864 03
MENTAL AND MANUAL TRAINING OF THE BLIND—			
Teachers salaries	\$	3,738 50	
Books, maps, etc.		106 47	
			\$ 3,839 97
PARENTAL SCHOOL—			
Salaries of Superintendent and teachers	\$	3,750 00	
Expenses in connection with trip to New York, etc., to visit schools for truants		1,000 00	
Horses, wagons and harness		486 25	
Surveying		180 00	
Farming expenses		722 28	
Printing		40 50	
			\$ 6,129 03

COMMITTEE ON FINANCE.

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MEDICAL INSPECTION—

Salaries of inspectors and stenographer.....	\$	14,278 87	
Printing.....		24 50	
Attorney fees (Wright case).....		100 00	
		<hr/>	\$ 14,403 37

TRANSPORTATION OF CRIPPLED CHILDREN—

.....			\$ 1,267 25
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COMPULSORY EDUCATION—

Salaries of Superintendent and assistant.....	\$	3,600 00	
Salary of stenographer.....		450 00	
Salary of Attorney.....		577 49	
Salaries of truant agents.....		18,452 82	
Printing.....		131 19	
		<hr/>	\$ 18,511 50

SCHOOL CENSUS FOR 1900—

Salaries of Superintendent and clerks.....	\$	1,773 00	
Printing.....		11 68	
		<hr/>	\$ 1,784 68

LEGAL EXPENSES—

Attorney fees.....	\$	100 00	
Abstracts of title, court costs, etc.....		132 60	
		<hr/>	\$ 232 60

CONTINGENT FUND, EDUCATIONAL ACCOUNT—

Interest coupons, mortgage note Laurel avenue site.....	\$	76 25	
Transportation of crippled children.....		266 50	
Engrossing resolutions.....		40 00	
Teachers Council, printing, etc.....		24 55	
Surveying.....		10 00	
Expenses, trip to Springfield, account tax levy.....		7 50	
Personal injury to pupils.....		553 00	
		<hr/>	\$ 977 80

INTEREST—

Temporary loans.....	\$	7,802 75	
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COUNTY COLLECTOR'S—

Commission on collection of taxes.....	\$	36,249 41	
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Total expenditures School Tax Fund, Educational Account.....\$ 5,826,680 69

SCHOOL FUND.

Your Committee has audited the receipts and expenditures on account of the School Fund for the year ending June 30, 1901, which are as follows:

INVESTMENT ACCOUNT.

Receipts.

Cash on hand for investment June 30, 1900.....\$ 11,415 19

City of Chicago 4½ per cent sewerage bonds, Nos. 3342, 3353, 3353, 3509, 3384 and 3513, face \$500 each, paid.....	\$	3,000 00	
Nos. 3101, 3103, 3360, 3041, 3373, 3107 and 3163, face \$1,000 each, paid.....			7,000 00
Nos. 3309, 3509, 4115, 3679, 3672, 3394, 3530, 3683, 3639, 3690, 3519, 3631, 3730, 3840, 3907, 4070, 4071 and 4089, face \$100 each, paid.....		1,800 00	
Nos. 4301, 4393 and 4397, face \$50 each, paid.....		150 00	
Joseph McConnell's mortgage note paid.....		100 00	
Ole J. J. Bodahl's mortgage note paid.....		2,000 00	
Orrin V. Stookey, on account mortgage note paid.....		500 00	
Charles C. Housel's mortgage note paid.....		5,000 00	
City of Chicago 4 per cent municipal bonds, Nos. 76k, 215k, 183k, 219k, 142k and 173k, face \$1,000 each, paid.....		6,800 00	
Nos. 394k, 335k, 336k, 337k, 338k, 339k, 390k, 391k, 392k, 393k, 739k, 936k, 941k, 942k, 943k, 944k, 946k, 947k, 948k, 949k, 396k, 400k, 431k, 432k, 433k, 868k, 341k, 556k, 658k, 937k, 457k, 357k, 563k, 813k, 535k, 703k and 463k, face \$500 each, paid.....		18,500 00	
Nos. 1546k, 1856k, 1857k, 1858k, 2550k, 1698k, 1473k, 2353k, 2361k, 2307k, 2316k, 2330k, 1054k and 2565k, face \$100 each, paid.....		1,400 00	
Nos. 3390k, 3321k, 3322k, 3323k, 3380k, 3190k, 3191k, 3332k, 3389k, 3300k, 2633k and 2705k, face \$50 each, paid.....		600 00	
Otto F. Schuenemann, on account mortgage note..		2,000 00	
	\$	43,050 00	
			\$ 59 465 19

Expenditures.

Invested in City of Chicago 5 per cent water certificates, Nos. 1373 to 1400, inclusive, face \$1,000 each.....	\$	23,000 00	
Invested in City of Chicago 3½ per cent water certificates, Nos. 223, 229, 230, 231, 232, 233, 234 and 235, face \$1,000 each.....		8,000 00	
	\$	31,000 00	
Cash in hands of City Treasurer for investment.....		28,465 19	
	\$	59,465 19	

INCOME ACCOUNT.

Receipts.

Cash on hand June 30, 1900.....	\$	307,147 40
Rentals—		
Of School Fund property.....		495,918 21
Interest—		
Chicago city bonds.....	\$	11,063 62
Mortgage loans.....		35,606 03
	\$	46,669 64

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Miscellaneous—

Corrections in teachers' pay-rolls.....	\$ 700 18
Refunded for expense in Graham case.....	11 41
Tuition fees of non-resident pupils.....	2,409 50
Advertising privileges at State and Monroe streets	40 00
Sale of grass on Blocks in N. ¼ Sec. 11, 40, 18	40 00
Ten per cent of gross receipts of Summer school.....	83 41
Unearned premium of insurance on property corner of State and Monroe streets.....	257 71
Redemption fees, account Housel property.....	170 93
State dividend, account District 5, 40, 18.....	8 70
Court costs refunded in foreclosure case vs. Ball.....	19 00
School Tax Fund—	
Amount transferred to pay teachers.....	4,247,014 72
Overdraft on City Treasurer, June 30, 1901.....	12,315 26
	<hr/> \$ 5,112,806 07

Expenditures.

Salaries—

Superintendents and teachers.....\$ 5,106,599 85

Miscellaneous—

Margaret O'Donaghue, dower in Barker lot.....	75 00
Premium and accrued interest on securities purchased.....	852 78
Express charges on collection of interest on bonds.....	6 62
Royal Trust Company, care of securities.....	200 00
Care of School Fund property.....	1,339 92
Valuation of School Fund property.....	688 00
Surveying School Fund property.....	100 00
Court costs in foreclosure proceedings.....	454 19
Abstracts of title to School Fund property.....	188 50
Interest on deferred payment of teachers' pay-rolls.....	2,286 21
Tuition fees paid District 7, 37, 14.....	13 00
	<hr/> \$ 5,112,806 07

INVESTMENT OF PRINCIPAL.

Your Committee also reports that, in accordance with their duties as prescribed in Section 11 of the Rules and Regulations of the Board, they have examined the securities in the custody of the Royal Trust Company, representing part of the investments of the School Fund, and found them to agree with the record of the fund kept in the office of the Board.

Amount of School Fund principal, June 30, 1901.....\$ 980,215 19

Bonds—

266 City of Chicago 4 per cent bonds.....	\$ 149,000 00
15 City of Chicago 3.65 per cent bonds.....	1,500 00

24 City of Chicago 3½ per cent bonds.....\$	28,000 00
16 Hyde Park 4½ per cent school bonds.....	16,000 00
16 City of Chicago 4 per cent. water fund certificates	16,000 00
22 City of Chicago 5 per cent. water fund cer- tificates.....	28,000 00
8 City of Chicago 8½ per cent. water fund cer- tificates....	8,000 00
Total bonds.....	\$ 286,500 00
Promissory note M. H. Reynolds, et al.....	100 00
Mortgage Notes—	
Brita Helena Billings.....\$	9,500 00
Orren V. Stookey.....	3,000 00
Minnie W. Bowen.....	7,500 00
Otto F. Schuenemann.....	3,000 00
Edward R. Neely	2,500 00
Melville S. Nichols.	12,000 00
Lizzie Quirk.....	550 00
Hattie C. Shepard.....	4,500 00
Laura E. Ball.....	1,400 00
John C. Neal and the Great Western Railroad Company (in hands of City Comptroller).....	650,000 00
Total mortgage notes.....	693,950 00
Real Estate—	
The "Barker Lot," being the south 10 feet of Sub Lot 3, and the N. 10 feet of Sub Lot 4 of Lots 7 and 10, in Block 2, Fractional Section 15 Addition.....\$	3,000 00
The "Busby Lot," being the N. ¼ of Lot 14, in Block 60, of Russell, Mather & Roberts' Ad- dition to Chicago.....	850 00
The "Hegewisch Property," being Lot 5, in Block 10, in Adolph Hegewisch's Sub. of part of S. ¼ of Sec. 31, T. 37 N., R. 15 E.....	1,500 00
The "Bartlett Property," being Lots 55 and 56 in Block 4, in Hough & Reed's Addition to Washington Heights.....	400 00
The "Foot Property," being Lots 2, 3, 4 and 24, in Block 1, in Norwood Park, a Sub. in Sec- tion 6, T. 40, R. 18.....	2,000 00
The "Millen Property," being the N. ¼ of Lot 7, in Block 2, in Hilliard & Hitt's Sub. in the N. W. ¼ of Section 17, T. 37, R. 14.....	200 00
The "McAuley & Lake Property," being the W. 25 feet of Lot 6, in Block 10, in Auburn Park.....	3,750 00
The "Altman Property," being Lot 8, in Sub. of Block 3 (except N. 50 feet thereof) of Chas. Busby's Sub. of S. ¼ S. W. ¼ Sec. 14, 38, 14, except 2½ acres. This property is otherwise known as Nos. 6140 and 6142 Greenwood ave- nue and is improved with a three-story flat building.....	8,000 00

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The "Rosier Property," being Lots 17, 18, 19 and 20 in Block 30 in East Washington Heights, improved with a two-story frame house No. 10042 Butler street.....	\$	1,500 00	
Total real estate.....	\$	21,200 00	
Cash in hands of City Treasurer June 30, 1901.....		28,465 19	
			\$ 990,275 19

SPECIAL FUNDS.

Your Committee has also audited the receipts and expenditures on account of the various Special Funds for the year ending June 30, 1901, as follows:

RECEIPTS.			
Cash on hand June 30, 1900.....	\$	1,715 08	
Interest on Principal Invested on Account of—			
Carpenter Fund.....	\$	40 00	
Michael Reese Fund.....		100 00	
Moseley Book Fund.....		405 00	
Newberry Fund.....		50 00	
W. K. Sullivan Fund.....		15 00	
Holden Fund.....		7 50	
Calhoun Fund.....		23 00	
Sheldon Fund.....		100 00	
George Howland Fund.....		50 00	
Jones Fund.....		40 00	
Foster Medal Fund.....		295 50	
Perkins Bass Fund.....		219 20	
Charles Kozminski Fund.....		35 00	
	\$	1,880 20	
			\$ 3,095 28
EXPENDITURES.			
Holden Fund.....	\$	50 00	
Sheldon Fund.....		30 08	
George Howland Fund.....		159 64	
Newberry Fund.....		17 98	
Moseley Book Fund.....		522 25	
Perkins Bass Fund.....		279 92	
Jones Fund.....		64 59	
Carpenter Fund.....		24 85	
Foster Medal Fund.....		291 67	
Michael Reese Fund.....		120 25	
Charles Kozminski Fund.....		6 40	
Hesing German Fund.....		7 29	
	\$	1,574 87	
Cash in hands of City Treasurer June 30, 1901..		1,520 41	
			\$ 3,095 28

Your Committee also reports that they have examined and found correct the securities in the custody of the Royal Trust Company, representing the principals of the Special Funds invested as follows:

Carpenter Fund, City of Chicago 4 per cent bonds..	\$	1,000 00
Moseley Book Fund—		
City of Chicago 3.65 per cent bonds.....	\$	10,000 00
City of Chicago, 4 per cent water certificate....		1,000 00
	\$	11,000 00
Jones Fund, City of Chicago 4 per cent water certificate.....		1,000 00
Foster Medal Fund—		
City of Chicago 4 per cent water certificate... \$	1,000 00	
5 per cent mortgage note.....		300 00
6 per cent mortgage note.....		4,000 00
	\$	5,300 00
Calhoun Fund, Chicago City Railway 4½ per cent bonds.....		400 00
Sheldon Fund, City of Chicago 4 per cent bonds...		2,500 00
Perkins Bass Fund, 6 per cent mortgage note.....\$	1,850 00	
Perkins Bass Fund, 6 per cent mortgage note.....		900 00
Perkins Bass Fund, 5 per cent mortgage note.....		650 00
	\$	3,400 00
George Howland Fund, 5 per cent mortgage note..		1,000 00
Charles Kozminski Fund, 5 per cent mortgage note		700 00
Cash in the hands of the City Treasurer for investment.....		4,401 30
Amount of Special Funds Principal, June 30, 1901..	\$	<u>80,701 30</u>

JONATHAN BURR FUND.

Your Committee submits the following statement of the receipts and expenditures on account of the Jonathan Burr Fund, held in trust by the City Comptroller for the use of schools for the year ending June 30, 1901:

RECEIPTS.		
Cash on hand in City Treasury June 30, 1900.....	\$	1,369 44
Interest on principal invested.....		1,303 24
	\$	<u>2,672 68</u>
EXPENDITURES.		
Text books for indigent pupils.....	\$	1,843 69
Cash on hand in City Treasury, June 30, 1901.....		728 99
	\$	<u>2,572 68</u>

Your Committee also submits a statement of the amount now invested belonging to the principal of the Jonathan Burr Fund, the revenue of which is applicable to the purchase of books of reference, apparatus, works of art, text books, etc. for the use of schools:

Principal of Fund, June 30, 1901.....		\$	32,700 00
Invested as follows:			
15 City of Chicago, 4 per cent bonds.....	\$	12,000 00	
1 City of Chicago, 3.65 per cent bond.....		500 00	
1 Cook County, 4 per cent bond.....		500 00	
17 City of Chicago, 3½ per cent water certificates		17,000 00	
Total invested.....	\$	30,000 00	
Cash in hands of City Treasurer for investment		2,700 00	
		<u>\$</u>	<u>32,700 00</u>

STATEMENT OF BONDED INDEBTEDNESS OF SUNDRY ANNEXED SCHOOL DISTRICTS ASSUMED BY
THE CITY OF CHICAGO AND OUTSTANDING JUNE 30, 1901.

<i>Dis. T. R.</i>	<i>Bonds.</i>	<i>Dis.</i>	<i>Int. Coupons.</i>	<i>Payable.</i>	<i>Int. Per Cent.</i>
1 37, 15	20,000	February 1, 1907	February 1, August	1.....	5
	35,000	August 1, 1908	February 1, August	1.....	5
1 38, 14	10,000	July 1, 1902	January 1, July	1.....	5
	5,000	July 1, 1902	January 1, July	1.....	4½
	15,000	July 1, 1903	January 1, July	1.....	4½
	15,000	July 1, 1904	January 1, July	1.....	4½
	15,000	July 1, 1905	January 1, July	1.....	4½
	15,000	July 1, 1906	January 1, July	1.....	4½
	15,000	July 1, 1907	January 1, July	1.....	4½
2 38, 14	15,000	September 1, 1901	March 1, September	1.....	5
	15,000	September 1, 1902	March 1, September	1.....	5
	15,000	September 1, 1903	March 1, September	1.....	5
	15,000	September 1, 1904	March 1, September	1.....	5
	15,000	September 1, 1905	March 1, September	1.....	5
	15,000	September 1, 1906	March 1, September	1.....	5
	15,000	September 1, 1907	March 1, September	1.....	5
	15,000	September 1, 1908	March 1, September	1.....	5
4 38, 14	2,000	February 1, 1902	February 1, August	1.....	5
10 38, 14	41,000	June 1, 1903	June 1, December	1.....	5
	41,000	June 1, 1908	June 1, December	1.....	5
2 39, 13	3,000	July 1, 1902	January 1, July	1.....	5
	4,000	July 1, 1903	January 1, July	1.....	5
	4,000	July 1, 1904	January 1, July	1.....	5
	6,000	July 1, 1912	January 1, July	1.....	5
	6,000	July 1, 1913	January 1, July	1.....	5
	5,000	May 1, 1908	November 1, May	1.....	5
	7,500	August 1, 1914	February 1, August	1.....	5
	2,000	November 1, 1901	May 1, November	1.....	5
	2,000	November 1, 1902	May 1, November	1.....	5
	2,000	November 1, 1903	May 1, November	1.....	5

REPORTS OF STANDING COMMITTEES.

<i>Dis. T. R.</i>	<i>Bonds.</i>	<i>Due.</i>	<i>Int. Coupons.</i>	<i>Payable.</i>	<i>Int. Per Cent.</i>
	1,000	November 1, 1904	May 1,	November 1.....	5
	2,000	November 1, 1905	May 1,	November 1.....	5
	2,000	November 1, 1906	May 1,	November 1.....	5
	2,000	November 1, 1907	May 1,	November 1.....	5
	4,500	November 1, 1908	May 1,	November 1.....	5
	5,000	November 12, 1905	May 12,	November 12.....	5
	5,000	November 12, 1906	May 12,	November 12.....	5
	5,000	November 12, 1907	May 12,	November 12.....	5
	5,000	November 12, 1909	May 12,	November 12.....	5
	5,000	November 12, 1910	May 12,	November 12.....	5
	5,000	November 12, 1911	May 12,	November 12.....	5
11 40, 13	3,000	May 1, 1902	May 1,	November 1.....	5
1 40, 14	500	September 1, 1899	.....	.....	6
	60,000	September 1, 1902	March 1,	September 1.....	5
	40,000	September 1, 1906	March 1,	September 1.....	5
H.S. 40, 14	25,000	July 1, 1905	January 1,	July 1.....	5
Total .....\$560,500					

NOTE—The bonded indebtedness was increased \$89,000 during the school year by the annexation of part of District 2, 39, 13, and was reduced \$76,300 by the maturing of bonds, leaving a net increase for the year of \$12,700.

CONDENSED STATEMENT OF RECEIPTS AND EXPENDITURES FOR THE SCHOOL YEAR 1900-91.

(The total available for the school year beginning July 1, 1900, was as follows:)

Cash balances on hand June 30, 1900—

Account School Tax Fund, educational.....	\$ 424,033 55
Account School Tax Fund, buildings, etc.....	954,552 67
Account School Fund Income	307,147 40
Account Jonathan Burr Fund Income	1,269 44
	<u>\$ 1,687,003 06</u>

Cash in the hands of the School Agent—

Account Special Funds Income	1,715 08
------------------------------------	----------

Receipts.

From City School Tax, 1899, building account....	\$ 387,738 96
From City School Tax, 1900, building account....	1,765,536 77
	<u>2,153,320 73</u>
From City School Tax, 1899, educational account..	\$ 1,590,674 50
From City School Tax, 1900, educational account..	4,367,284 42
	<u>5,957,958 92</u>
From City School Tax, 1900, bonds and interest account	104,852 76
From City School Tax, 1900, indebtedness (2-39-13) account.....	19,370 45
From rentals School Fund property.....	495,918 21
From interest on investments account School Fund	46,669 64
From interest on investments account of Jonathan Burr Fund, per City Comptroller	1,308 24

COMMITTEE ON FINANCE.

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From interest on investments account of Special Funds.....	\$	1,380 20
From miscellaneous sources School Tax Fund, educational.....		5,286 48
From miscellaneous sources School Tax Fund, buildings, etc.....		11,805 53
From miscellaneous sources School Fund.....		3,740 84
		<hr/> \$10,490,385 14

The items of expenditure are as follows—

Superintendents' and teachers' salaries, primary and grammar grades.....	\$ 4,134,642 48
General repairs to buildings, furniture and apparatus.....	287,181 77
Salaries engineers and janitors, primary and grammar schools.....	478,112 50
Salaries bath room attendants.....	8,147 00
Official salaries.....	46,182 36
Evening schools.....	58,405 09
Rental of sites, buildings and offices.....	91,171 41
Fuel, primary and grammar schools.....	262,286 17
Rentals of filters (June 30, 1900, to Jan. 1, 1901)...	10,479 81
School supplies, including ink, paper, pens, pencils, crayons, stationery, postage, etc.....	58,569 26
School house supplies.....	30,913 40
Printing and advertising.....	14,494 55
School libraries, reference books, maps, charts, globes, etc.....	12,845 31
Text books for indigent pupils.....	24,551 08
Compulsory education department.....	18,211 50
Medical inspection.....	14,403 37
Scientific pedagogy and child study.....	4,406 81
Deaf Mute Schools.....	18,610 11
Household arts.....	14,864 08
Parental School.....	6,129 08
Kindergartens.....	98,007 42
Music.....	27,270 19
Drawing.....	28,958 77
German.....	170,471 78
Physical culture.....	11,513 15
Mental and manual training of the blind.....	3,839 97
High Schools.....	546,076 73
English High and Manual Training School.....	45,388 47
Manual training in Grammar Schools.....	38,114 49
Manual training at the House of Correction.....	21,627 21
Normal School.....	53,935 30
Transportation of crippled children.....	1,257 25
Account school census of 1900.....	1,784 68
Legal expense, court costs, etc.....	232 60
Contingent fund.....	977 80
Interest on temporary loans to pay teachers' salaries.....	7,802 75
County collector's commissions.....	36,249 41

Total for educational account..... \$ 6,888,109 51

REPORTS OF STANDING COMMITTEES.

New school sites and additions to old sites	\$	157,368 35	
New school buildings and additions to old buildings		828,409 43	
Parental School buildings.....		4,200 29	
Permanent improvements, including alterations of old buildings and substitution of steam for furnace heating.....		104,249 89	
County collector's commissions		9,019 41	
Total for building account.....	\$	1,108,247 27	
Matured bonds and interest coupons of annexed school districts.....	\$	118,858 60	
On account of amount due District 2, 39, 13 for division of school property.....		12,000 00	
Total for indebtedness account.....	\$	130,858 60	
Care and management of School Fund.....		6,206 22	
On account Special Funds, books, medals, prizes, etc.....		1,574 87	
Total for all accounts.....	\$	7,929,496 47	
Cash in City Treasury, June 30, 1901:			
Account School Tax Fund, educational.....	\$	548,716 81	
Account School Tax Fund, buildings, etc.....		2,083,313 61	
Account Special Funds income.....		1,520 41	
Account Jonathan Burr Fund income.....		728 99	
	\$	2,579,279 82	
Less overdrafts account of School Fund			
Income.....	\$	12,315 26	
School Tax Fund, Indebtedness account		6,135 89	
	\$	18,450 65	
	\$	2,560,828 67	
	\$	10,490,225 14	

Respectfully submitted,

CLAYTON MARK,
JOSEPH DOWNEY,
BERNARD F. ROGERS,
C. R. WALLECK,
E. F. ROWLAND,

Committee on Finance.

**REPORT OF THE COMPULSORY EDUCATION
DEPARTMENT**



PHYSICAL LABORATORY—ROBERT A. WALLER HIGH SCHOOL.
Orchard and Center Sts.

ANNUAL REPORT OF THE COMPULSORY EDUCATION DEPARTMENT.

Mr. Graham H. Harris, President Board of Education:

Dear Sir: I respectfully report to you and to the members of the Board of Education the work accomplished by the Compulsory Education Department during the school year beginning in September, 1900, and ending in June, 1901. During that period 33,684 investigations of irregular and non-attendance at schools were conducted by truant officers. Of this number 18,799 were found to be out of school without justifiable excuse, and were placed in school; 18,621 in public schools and 178 in private schools. The law gives the parent or guardian the right to designate the school the child shall attend. The department has, in addition to giving attention to truancy, directed its efforts toward non-attendants and children who have never attended school. Of the 18,799 returns to school, 12,934 were non-attendants. Reports of returns to school are verified by principals' reports, made to me each year at the close of the season's work. Of the remainder of total investigations for temporary absence, 14,885 had reasons, the majority of which were excusable.

The medical inspection of schools resulted in 78,778 examinations and the detection and exclusion of 5,217 cases of contagious diseases.

In the transportation of crippled children, four buses were in service for ten months without an accident to child or vehicle.

Through the activity of truant officers and the co-operation of the police department, 73 policy shops and truancy nests near schools were broken up and put out of business. One hundred and five school supply stores and tobacco stores near schools, with penny-in-the-slot machines, were notified to stop encouraging

gambling and truancy of school children, and the majority complied with the request. Those who refused were successfully prosecuted and their machines confiscated and destroyed by the police. The department is indebted to Mayor Harrison and the police department for valuable assistance in this crusade for the protection of the morals and school attendance of the children of the Chicago public schools.

The sale of tobacco and gumbacco to school children by dealers in supplies at "catch-penny" stores, near schoolhouses, has been stopped. The surveillance of these places by truant officers and police will be permanent.

Five hundred and thirteen cases of destitution among poor children, who could not attend school on account of lack of shoes, clothing, etc., were discovered during the year by truant officers. The extreme cases were promptly relieved by local charitable organizations at the request of this department. Poverty and parental indifference are the greatest foes of school attendance.

The report of the three branches of the department, in detail, is as follows:

TRUANCY AND NON-ATTENDANCE.

Of the total number of returns to schools during the year, 5,865 were truants, including first offenders, habitual truants, delinquents, defectives, dependents and incorrigibles. The average number of cases of habitual truancy each month was 200. Of the 17 prosecutions conducted by the department all were successful. The disposition by the court was as follows:

Sent to John Worthy School	7
Sent to Feehanville	3
Sent to Allendale Farm.....	1
Sent to Industrial School for Girls.....	2
Paroled.....	4
Total.....	17

Since the drastic action taken by the department in the Schrama case, indifferent parents generally have respected and obeyed the compulsory education law when notices were served upon them to do their duty in sending their children to school.

The result has been that many prosecutions of parents have thus been obviated. Much, too, has been accomplished by persuasion, persistency and diplomacy of truant officers.

The enrollment at the public schools is 262,093, and the per cent of average daily attendance has been 93.9. I believe that the activity of the compulsory education department in checking truancy and gathering in the non-attendants has materially benefited school attendance and the enrollment.

Child labor and the evident abuse of the affidavit system are responsible for the fact that comparatively few boys are seen in the graduating classes of the eighth grade and the high schools. The compulsory education law and child labor law apply only to children between the ages of seven and fourteen years. Hence, when a boy attains his fourteenth birthday he is beyond the jurisdiction of each, and an impression exists that in many instances parents encourage premature employment of children, before they attain the age of fourteen, by filing affidavits with employers that their children are fourteen years of age, when such testimony often conflicts with the age given at school by the same parent when the boy or girl was enrolled as a pupil. The sworn testimony of the parent has precedence in court, and some employers and notaries public are not as conscientious as they might be. Hence, there has been a growth of this evil, which is a menace to school attendance in the sixth, seventh and eighth grades. During the coming year the department will, in instances where school children are involved, co-operate with the State Factory Inspector for effective reform of this condition of affairs.

Excuses or causes for irregular attendance at school during the year were as follows:

Left public school to attend private schools.....	616
Working out.....	385
Assisting at home (housework).....	475
Kept at home temporarily, account of illness or death in family, various reasons, etc.....	3,023
Taught at home.....	22
Poverty.....	513
Habitual truancy.....	1,173

Illness	2,794
Physically disqualified.....	33
Left the city.....	339
Not found, or moved	2,702
Over or under age.....	1,424
Indifference.....	216
Not vaccinated (parental objection to vaccination or neglect). ..	121
Incorrigible (fit only for Parental School)	98
Other causes (suspensions, just moved into district, under discipline, etc.)	513

There was not an instance where any parent or child complained that non-attendance at school was due to failure to secure a seat. That excuse does not exist. While schoolrooms are crowded in some districts, provision is invariably made to accommodate children who desire to attend school.

Suspensions for bad conduct at school encourage truancy, because many boys deliberately violate rules and good order in classroom in order to be suspended and have an excuse for running the streets.

The Parental School has long been needed to reach a certain class of truancy cases. By a system of co-operation and vigilance between the court, the Board of Education and officers, parents and pupils will soon realize that the Parental School is not a home for dependents, or a boy's paradise to encourage truancy, but, on the contrary, an institution where juvenile reform will be effective and the great value of the institution fully demonstrated.

The average number of truants in Chicago each month is 500, of which 200 are habitual truants and 38 per cent of the habitual truants are delinquents.

MEDICAL INSPECTION OF SCHOOLS.

General medical inspection of schools was resumed September 17, 1900, after the opening of the schools for the fall term. In November it was temporarily discontinued for two months, owing to a limited appropriation. In January, 1901, the prevalence and spread of smallpox throughout the city prompted

Health Commissioner Reynolds to appeal to President Harris and the Board of Education to reinstate and put to work at once all fifty of the medical inspectors. This request was promptly complied with by President Harris, who reported his action at the next meeting of the Board, and received unanimous concurrence therein. The general medical inspection of schools continued until April 13, when forty inspectors were laid off owing to lack of funds, and an emergency corps of ten medical inspectors retained to protect health interests at the schools until the close of the term. Under the emergency corps system, principals called for a medical inspector, whenever needed, and an inspector was immediately sent to the school where his services were desired. Under the general medical inspection system inspectors were each given a district containing a group of schools, which they regularly visited. The records at the Health Department show a material decrease in contagious diseases among children since medical inspection of schools was established in Chicago. Other cities are adopting this system, and it cannot be considered a "fad"—unless life-saving service is a "fad." The thanks of the department are due to Dr. A. R. Reynolds, Commissioner of Health, and to Dr. J. R. Neely, his assistant, for their valuable co-operation rendered in the technical direction and substantial encouragement of medical inspection of schools. I believe that it can be said, without fear of successful denial, that the protective alliance formed by the Health Department and the Compulsory Education Department has kept smallpox out of the public schools and decreased contagious diseases among pupils to a minimum. The appropriation for medical inspection has been inadequate and should be increased to meet all requirements of the service. During the year there was a great prevalence of measles in the schools, but owing to prompt service of the medical inspectors in examination, exclusion and disinfection it was not necessary to close the schools. A few classrooms were closed for two days for disinfection. The work of medical inspectors during the school year of 1900-1901 was as follows:

General medical inspection (50 inspectors) in effect five months, resulted in 76,371 examinations. Of this number 4,642

children were excluded from school on account of contagious diseases, as follows:

DISEASES.	MALE.	FEMALE.	TOTAL.
Diphtheria	90	103	193
Scarlet Fever.....	67	90	157
Measles.....	219	215	434
Whooping Cough.....	88	107	195
Chickenpox.....	310	316	626
Tonsilitis	359	429	788
Mumps.....	339	326	665
Purulent Sore Eyes... ..	43	51	94
Impetigo.....	337	209	546
Pediculosis.....	115	408	523
Ringworm	105	53	158
Eczema.....	82	30	62
Other diseases.....	116	85	201
Total.....	2,230	2,412	4,642

In addition to the above, the emergency corps system, in effect four months, during the suspension of general medical inspection, accomplished the following results:

Total examinations.....	2,407
Total exclusions.....	575

The exclusions by the emergency corps were for the following causes:

Diphtheria.....	7
Scarlet Fever.....	23
Measles... ..	361
Whooping Cough	15
Chickenpox	22
Tonsilitis	17
Mumps	39
Purulent Sore Eyes	14
Impetigo.....	25
Pediculosis.....	1
Ringworm	39
Scabies.....	6
Smallpox.....	1
Other diseases.....	5
Total.....	575

RECAPITULATION:

Examinations:

General Inspection.....	76,371
Emergency Corps	2,407
Total Examinations	78,778

Exclusions of contagious diseases:

General Inspection.....	4,642
Emergency Corps.....	575
Total exclusions.....	5,217

The new feature of having principals report to truant officers all pupils who are absent from school four days or more, and the cause of whose absence is unknown, has been a valuable adjunct to medical inspection. Investigations at homes by truant officers often disclose attempts to suppress the existence of contagious diseases. The condition of affairs was in each instance reported to the principal and Health Department, and school children from the address where the disease existed were excluded from school until all danger of contagion was over. In Chicago there are many parents who do not give medical attention to their children, and hence this branch of investigation has been one of value to the Health Department and to the Board of Education.

TRANSPORTATION OF CRIPPLED CHILDREN.

During the year the free transportation of crippled school children has been added to the department. This new feature of the public school system of Chicago has been generally approved as a beautiful philanthropy. The gracious and progressive spirit displayed by the Chicago Board of Education, in showing such consideration for the personal comfort of the maimed children, who cannot walk to school, has been deservedly commended by press and public. Chicago is the only city in the world in which free transportation service for crippled children is an adjunct of the public school system. There are now in service for this purpose four buses—three at the West Side school and one at the Fallon School. The equipment for the South Side service

is insufficient. Another bus should be added to that circuit. When the North Side branch is opened it will also necessitate one more bus for that section of the city. During the past school year the average time consumed by each bus in making trips, including stops, calls and deliveries, has been one hour and twenty minutes. The total mileage for the year made by all the buses, and including all trips, was 10,640 miles. A total number of 18,566 stops were made in receiving and delivering 65 crippled children at their respective homes. Many of these children had to be carried from the bus to the door of their dwellings. No accidents occurred to any child, and there was not a breakdown or collision. Each bus is equipped with a driver and attendant to provide for the personal care, comfort and safety of the children. During the winter months closed, heated buses are in service. In the spring and early summer open wagonettes are used.

In conclusion, I desire to thank you and the members of the Board of Education, the Committee on Compulsory Education, Superintendent Cooley and principals, for the interest manifested in the department during the past year, which has made successful results possible.

Yours very respectfully,

W. L. BODINE,
Superintendent of Compulsory Education.



AVONDALE SCHOOL.
N. Sawyer and Wellington Aves.

REPORT OF THE SUPERINTENDENT

REPORT OF THE SUPERINTENDENT.

To the Board of Education of the City of Chicago:

The most conservative individual will no doubt consent to the proposition that the growth of Chicago is likely to be continuous, and very few would be willing to predict what the population may be in twenty-five years from this date. Yet, while the city as a whole is thus constantly growing, some of its parts may be almost at a standstill for the entire period or may not share in the general growth at all. From the point of view of the school problem, aside from conditions brought about by annexation of adjacent territory, certain districts of the city grow much faster than others and in some localities there takes place a gradual or rapid reduction of the school population.

It is known to every public school official that there is a continual shifting of the population of Chicago from one location to another, due to the encroachment of the business upon the residence district, to the improvement of transportation facilities, to the substitution of apartment buildings for separate residences, or to the growth of manufacturing centers. Because of these conditions the problem of furnishing proper and adequate school facilities becomes, probably, the most serious one before the Board of Education. On the correct solution of it the success or failure of the physical administration of the school system depends.

The necessity for providing for immediate demands faces the trustees, together with the possibility that the very interests, the expansion of which has resulted in the congestion of population, may so develop that in a short time a district will be rendered undesirable from a residence point of view. On the other hand, a new building of sufficient capacity to supply the immediate necessities of a sparsely settled district may become totally inadequate within two years.

Another factor which must be taken into consideration by the School Trustees in supplying the school needs of a community is the opening of private and parochial schools, which may render vacant many sittings provided by the public school authorities.

An examination of the figures of population, as given every two years by the school census, from 1890 to 1900, inclusive, shows that every ward in the city presents its own problem in the matter of the growth or fluctuation of the population. From, and including the year 1890, to and including the year 1900, the main political divisions of the city have comprised thirty-four wards. With minor exceptions, there have been practically no changes in the ward boundaries during the ten years included within those dates. The growth of the city has been continuous, as indicated by the total population, and by that part of the population which consists of those persons under 21 years of age.

The total population, at intervals of two years, for the ten years, has been as follows :

1890.....	1,208,669
1892.....	1,438,010
1894.....	1,567,727
1896.....	1,600,413
1898.....	1,851,588
1900.....	2,007,895
Total increase.....	799,226
Average annual increase for 10 years.....	79,922

The school population is :

1890.....	473,234
1892.....	542,163
1894.....	658,646
1896.....	694,912
1898.....	846,622
1900.....	873,247
Total increase.....	400,013
Average annual increase for 10 years.....	40,001

The increase for the entire city may also be indicated by saying that the total population in 1900 was 1.7 greater than it was in 1890.

In 1890 the school population was 39 per cent of the total

population, while in 1900 the school population was 43 per cent of the total population; an increase of 4 per cent over the corresponding growth of the city.

In both sets of figures given above it may be seen that the increase from census to census was constant, though not regular. When the statement of population by wards is examined a different condition is found to exist:

TOTAL POPULATION BY WARDS.

WARD.	1890	1892	1894	1896	1898	1900
First.....	44,987	48,757	35,546	24,359	28,305	32,932
Second.....	30,562	34,951	33,923	29,827	31,179	33,489
Third.....	30,511	34,948	30,999	36,626	39,420	41,046
Fourth.....	31,415	34,762	37,502	41,122	46,924	49,849
Fifth.....	40,642	45,267	51,813	52,289	60,236	62,659
Sixth.....	45,199	52,503	61,038	62,765	72,789	74,864
Seventh.....	45,669	49,264	44,244	42,040	46,582	49,270
Eighth.....	36,539	39,905	42,038	41,728	44,082	54,094
Ninth.....	41,441	45,032	49,641	56,369	59,714	58,865
Tenth.....	42,925	56,477	72,141	79,352	96,211	98,822
Eleventh.....	37,182	42,585	43,658	40,774	53,332	46,674
Twelfth.....	52,127	60,788	65,320	72,383	83,577	92,585
Thirteenth.....	37,501	42,572	48,373	50,807	61,051	71,813
Fourteenth.....	40,724	49,310	57,942	64,776	80,462	81,910
Fifteenth.....	42,342	56,783	67,934	71,651	83,505	85,278
Sixteenth.....	58,699	64,340	66,670	65,979	74,235	82,579
Seventeenth.....	28,333	31,446	29,710	24,887	25,371	25,859
Eighteenth.....	35,126	40,109	36,758	27,454	33,510	39,294
Nineteenth.....	48,590	54,172	53,729	48,191	50,189	57,144
Twentieth.....	27,126	30,296	36,546	32,287	36,331	37,109
Twenty-first.....	35,335	38,663	37,864	34,029	37,685	38,215
Twenty-second.....	36,505	39,706	40,650	36,474	43,300	45,419
Twenty-third.....	41,519	45,870	49,739	39,983	44,245	46,513
Twenty-fourth.....	35,120	40,474	40,441	35,438	40,889	42,572
Twenty-fifth.....	23,788	30,333	35,969	44,778	53,917	57,884
Twenty-sixth.....	28,003	36,802	47,335	57,881	70,451	75,409
Twenty-seventh.....	11,368	14,702	19,668	25,151	33,999	42,376
Twenty-eighth.....	8,785	12,645	18,287	22,693	28,434	38,106
Twenty-ninth.....	31,139	38,207	41,041	40,334	46,307	50,020
Thirtieth.....	49,718	69,249	84,662	93,074	110,062	117,389
Thirty-first.....	21,586	34,543	39,873	44,391	57,423	62,299
Thirty-second.....	29,412	38,385	45,801	54,172	64,246	64,730
Thirty-third.....	29,230	38,194	34,420	41,611	46,692	48,617
Thirty-fourth.....	29,611	45,980	57,362	64,728	77,944	87,797
Thirty-fifth.....	.....	.....	.....	.....	.....	15,244
Total.....	1,208,669	1,438,010	1,567,727	1,600,413	1,851,588	2,007,895

It will be seen from these figures that the population of the city is gradually moving out from the heart of the city and that the down-town and central districts of the city are gradually being abandoned to the business necessities of the growing metropolis. The variations of the figures will permit of a rough division of the city into three great districts.

In that part of the city bounded on the north by Fullerton avenue, on the south by Thirty-ninth street, and on the west by Ashland avenue, the wards do not show a growth in total population or in school population proportionally equal to the growth of the city as a whole. In two of them, the First and Seventeenth, the figures indicate a population considerably smaller in 1900 than in 1890.

In nearly all the wards included in the district lying just outside that last described and bounded by Belmont avenue on the north, by Fifty-second street on the south, and by Crawford avenue on the west, the growth was continuous, and in each case it was equal to or greater than the growth for the entire city during the period under consideration.

In all the outlying wards, extending from the boundaries last mentioned to the limits of the city, there was a steady growth in the population from 1890 to 1900, which was greater proportionally than that of the whole city.

An examination of a comparative table, compiled from the same source and for the same period, showing that part of the population under 21 years of age, tells with slight variation the same story.

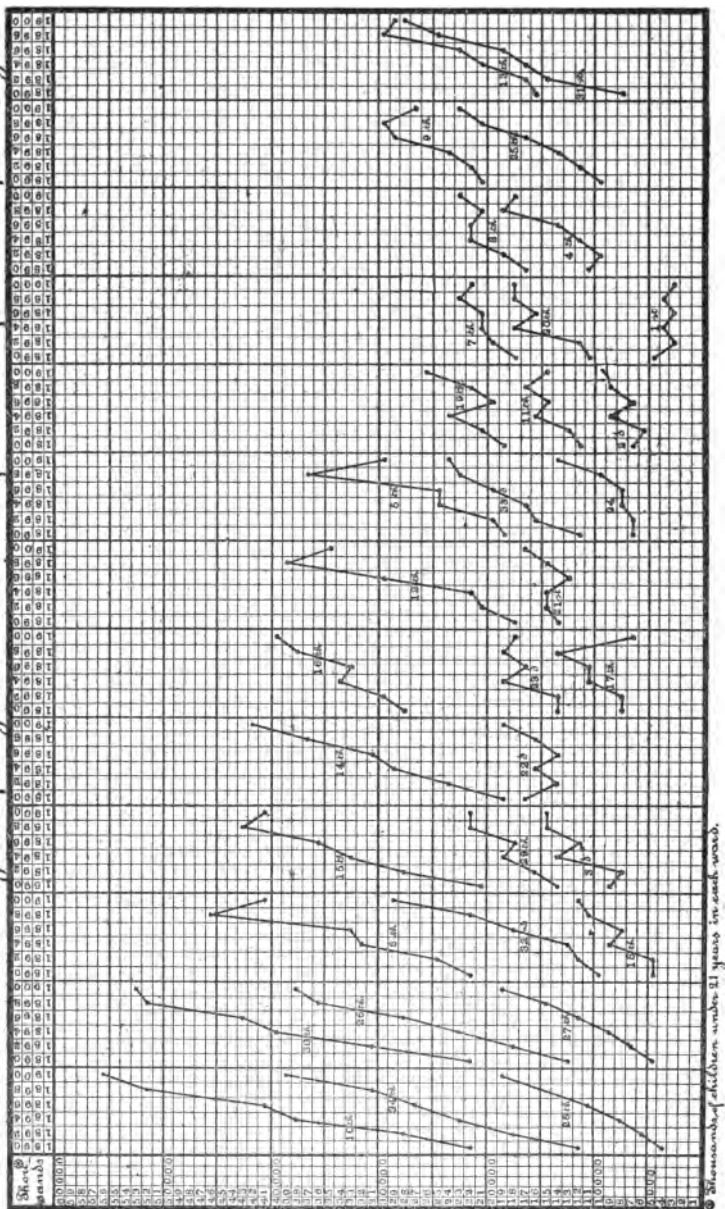
POPULATION BY WARDS—UNDER 21 YEARS OF AGE.

WARD	1890	1892	1894	1896	1898	1900
First.....	4,613	2,523	4,445	3,487	3,916	2,563
Second.....	7,099	5,595	9,122	7,614	8,833	10,475
Third.....	8,971	8,421	13,697	12,075	15,791	16,332
Fourth.....	11,252	10,269	12,166	14,265	19,126	17,917
Fifth.....	18,936	19,945	24,792	25,201	37,262	27,946
Sixth.....	21,629	24,551	32,361	32,566	45,717	41,334
Seventh.....	18,261	19,689	21,455	21,264	22,998	21,977
Eighth.....	17,430	19,054	21,620	21,661	20,974	23,077
Ninth.....	20,791	22,407	24,331	28,969	29,726	26,883
Tenth.....	21,905	27,540	37,968	40,938	51,818	55,773
Eleventh.....	11,683	13,161	15,533	14,656	16,681	14,939
Twelfth.....	18,257	20,533	22,164	29,662	39,029	34,605
Thirteenth.....	15,981	17,431	20,754	22,590	29,833	29,390
Fourteenth.....	19,384	24,051	29,155	30,596	37,183	41,562
Fifteenth.....	21,167	28,170	34,040	35,815	43,029	41,193
Sixteenth.....	28,038	30,023	33,768	33,465	38,224	39,693
Seventeenth.....	9,426	9,220	11,480	10,850	13,510	7,735
Eighteenth.....	5,222	5,473	8,874	8,045	11,412	11,793
Nineteenth.....	19,154	21,251	23,700	20,243	22,090	26,427
Twentieth.....	11,166	12,232	18,018	15,959	17,848	17,654
Twenty-first.....	13,582	14,713	15,404	13,075	15,390	16,889
Twenty-second.....	16,554	13,650	15,642	14,391	16,232	18,878
Twenty-third.....	14,340	14,309	18,537	17,432	18,817	17,866
Twenty-fourth.....	7,109	6,692	7,618	8,253	10,484	14,055
Twenty-fifth.....	9,897	12,127	13,880	16,857	20,883	22,558
Twenty-sixth.....	13,248	17,949	22,767	27,658	35,779	37,632
Twenty-seventh.....	5,275	7,007	9,322	12,168	14,796	17,527
Twenty-eighth.....	4,319	5,947	8,443	10,636	13,712	18,591
Twenty-ninth.....	13,973	15,933	18,755	17,741	21,812	21,753
Thirtieth.....	22,327	31,294	39,602	43,321	51,844	52,874
Thirty-first.....	8,394	14,722	16,633	18,874	25,430	27,616
Thirty-second.....	9,562	11,922	13,332	18,144	22,474	28,559
Thirty-third.....	11,824	16,053	16,563	19,553	23,044	24,246
Thirty-fourth.....	12,465	18,306	22,705	26,988	30,925	39,497
Thirty-fifth.....	.....	.....	.....	.....	.....	5,838
Total.....	473,234	542,163	658,646	694,912	846,622	873,247

From the foregoing it is evident that each school district or locality presents its own particular problem, although it may be generally assumed that the tendency of the center of population is outward from the heart of the city, to districts where there is room for growth.

In the foregoing discussion nothing has been said regarding

Chart Demonstrating Shifting and Variation of School Population of Chicago.



the problems which arise in connection with the annexation of territory to the city. During the period under discussion Rogers Park was added to the city and a small district in the northwest part of Norwood Park. In 1900 Austin was annexed. As a usual thing the newly-annexed territory becomes a part of the city at a time when its school facilities are inadequate even to the immediate needs of the territory, to say nothing of the growth which follows annexation. The school indebtedness and the lack of accommodations fall to the share of the city Board of Education as part of the result of annexation.

The Board of Education is, then, confronted with the problem of increasing and adapting school accommodations in parts of the city thus shown to possess different and changing needs. Not until the demand of a locality for school accommodations becomes fixed and defined is it advisable to erect large or permanent structures. Hence it is the policy of the Board to rent rooms in certain growing localities in order to provide accommodations until this definiteness of need shall be ascertainable. In some localities temporary buildings are erected; in others small structures are built, capable of enlargement by additions as the future may require. The funds available for the erection of school buildings are thus expended economically and with careful reference to local necessities, both immediate and prospective. While the sum paid for rented buildings may seem large, yet its expenditure as a temporary measure is undoubtedly wise. The possibility exists that movable school buildings, now being experimented with in other cities, may be given a trial in Chicago in the effort to solve this problem of temporary school accommodations.

In making generalizations concerning the changes in population there is a dearth of definite and reliable information. It would prove of considerable value to those who are responsible for furnishing the necessary school accommodations if the subdivisions of the census were compiled on the basis of the school district instead of the electoral precinct. In planning the taking of the census, also, it would seem advisable to secure the greatest co-operation between the school authorities and the Superintendent of the census.

SCHOOL ACCOMMODATIONS—NEW BUILDINGS AND ADDITIONS.

In increasing the school accommodations the Board expended during the school year the sum of \$817,000 in the erection of new buildings and in building additions to school structures. There were four new elementary schools built, at an aggregate cost of \$379,000, which have been named the Charles R. Darwin, the George Dewey, the John B. Drake, and the Oliver Goldsmith. One new high school, the Robert A. Waller, was built at a cost of \$200,000. In three of the elementary school buildings provision was made for assembly halls. In the Dewey and Darwin schools kindergarten and manual training rooms were provided, and in the Dewey School a cooking-room has been equipped. Bathrooms were provided in the Oliver Goldsmith and Dewey schools. The four new elementary schools are equipped with a total of 3,744 seats and 81 classrooms.

In constructing additions for buildings already erected the Board expended \$238,000, making a total for elementary schools of \$617,000. Provision for 58 classrooms and 2,784 seats was made in these additions; one of which was necessitated by the burning of the Douglas School.

The total number of rooms provided by the building of new schools and additions aggregates 154, and the number of seats 7,248. The accompanying table gives the statement more in detail.

The Board now owns 333 school buildings, an increase of four over last year, one building at Twenty-sixth street and Calumet avenue, formerly known as the Calumet Avenue School, having been abandoned.

ROOMS AND SEATS.

The total number of rooms furnished by the Board is 4,795, of which 4,449 are in buildings owned by the city, and 346, or .072 per cent, are in rented buildings. There was a decrease from the previous year of seventeen rented rooms. Of the total of 240,115 seats provided, 225,336 were in buildings owned by the city and 14,779 in rented structures. The total increase in the

number of rooms occupied was 97 over the previous year. The Board paid for rented quarters a total of \$66,063, an increase of \$3,188 over the preceding year.

SCHOOL ACCOMMODATIONS OPENED DURING YEAR JULY 1, 1900,
TO JUNE 30, 1901.

Dist.	SCHOOL AND LOCATION. New Schools.	Completed.	Rooms.	Seats.	Cost.	Other Rooms.
5	Darwin School, Edgewood avenue and Catalpa place.	Sept. 10, 1900	22	1,056	\$112,000	A, K, M
11	George Dewey School, 54th street and Union avenue.	Jan. 28, 1901	22	1,056	125,000	A, K, M, B, C, 2R
14	John B. Drake School, Calumet avenue between 26th and 28th streets.	Feb. 25, 1901	19	912	92,000	2R
9	Oliver Goldsmith School, 210 Maxwell street.	June 28, 1901	18	720	50,000	A, B, R
	Robert A. Waller High School, Orchard and Center streets.	May 13, 1901	15	720	200,000	L
			96	4,464	579,000	
	Additions.					
14	Douglas School, Forest avenue and 32d street (rebuilt after fire)	Sept. 10, 1900	16	768	55,000	A
11	Charles Warrington Earle School, 61st street and Hermitage avenue.	Sept. 10, 1900	10	480	50,000	A, K
13	Madison avenue School, Madison avenue near 75th Street.	Sept. 10, 1900	8	384	50,000	M
2	Prescott School, Wrightwood and Ashland avenues.	Jan. 7, 1901	12	576	70,000	A, 2B, K
	Various Schools (classrooms fitted up)		12	576	5,500	
	Normal Practice (assembly hall fitted up)		....	....	7,500	
	Total (Additions)		58	2,784	238,000	
	Total (New Schools)		96	4,464	579,000	
	Totals for Year		154	7,248	\$817,000	

A — Assembly Hall. K — Kindergarten. M — Manual Training Room. C — Cooking Room. L — Laboratories, etc. B — Bath Rooms. R — Recitation Room.

SCHOOLROOM ORNAMENTATION AND IMPROVEMENT.

For many years the Board of Education has aimed to provide school buildings that represent the best and latest ideas of school architecture. Great attention has been paid to the question of hygiene and sanitation, as well as to architectural effect. The coal stove and hot-air furnace of the past, with their accompaniments of lack of heat and ventilation—with extremes of almost freezing and roasting temperature, according to the freaks of the

stoves or conditions of the weather—have been almost entirely abandoned. These primitive contrivances have been displaced by a system of heating and ventilation that is recognized all over the world as nearly ideal.

Our recently erected buildings are fireproof. In place of the uniform staring brick boxes, with holes punched at regular intervals to permit entrance of light, buildings are being erected that are a stimulus to the architecture of the neighborhood in which they are placed and a credit to the enterprise of the city of Chicago. An effort is made to have these buildings attractive in both exterior and interior. We are placing assembly halls in many of our latest buildings. The corridors are built wider and better, and we are putting in hardwood floors and paneling, with ornamental iron staircases instead of the old-fashioned cheap combination of pine and whitewash.

In our class rooms great attention is now paid to proper lighting. The whitewashed walls and blackboards are disappearing, and in their place we are using green slate wall-boards, tinted ceilings and walls with burlap on the sides for the hanging of pictures. The teachers and the outside public have been quick to seize this opportunity for decorating and beautifying the schoolrooms. Thousands of pictures and miscellaneous works of art have been placed in the schools. Many articles have been furnished which provide incentives to study and a better understanding of the subjects. Much of this work has been done quietly, and the public generally has very little appreciation of the extent of the sacrifices that have been made by teachers to decorate and beautify their rooms.

In order to arrive at an approximate estimate of the expenditures for these purposes, the Superintendent has secured from each school a statement indicating the money that has been contributed for such use. As no limit of time was set some of the schools have reported for a period running as far back as 1883, but most of the reports cover only a few years, and in some of the newer schools only a few months.

These reports show that, with but three or four exceptions, every school has contributed to the decoration of the building or

provided some equipment in addition to that furnished by the Board of Education, and an aggregate expenditure of \$159,551 for such purposes is shown, an average of over \$600 for each school. One school reported an expenditure of \$4,500, and the amounts expended by the various schools range from that sum down to \$50. In addition to the money expended for beautifying the schoolrooms large gifts of books and equipment have been made, which are not included in the above figures.

The real effort and sacrifice involved in these contributions of money and materials cannot be appreciated nor estimated by merely considering the amount of money expended. It must be remembered that in many instances this represents the personal contributions of principals and teachers, the teachers in many instances pledging themselves to a monthly outlay of from \$3 to \$5. In other cases schools have been fortunate enough to secure large gifts of money, books and materials, either from persons after whom the schools have been named or as a result of the efforts of Alumni and class organizations. In still other cases large amounts have been raised by entertainments conducted by the teachers and pupils of the schools, and the money so raised has been used to aid the schools in some one of the ways indicated above.

A large amount of money has been raised and expended for pianos and organs. Each school is allowed by the Board of Education one piano or organ. The pupils and teachers, however, have furnished 69 pianos and 12 organs, and in addition to these 107 pianos and 19 organs are being rented by teachers and kept in the schools from year to year, thus giving a total of 207 pianos and organs in addition to those furnished by the Board of Education.

There are a large number of schools in the city which possess some form of apparatus for throwing pictures on a screen for illustrating classwork. Some schools possess stereopticons and electric lighting equipment, others have heliopticons that can be used on sunny days for the same purpose. This work is doing much to improve the teaching of some of the subjects prescribed by our curriculum, and teachers are devoting much time

and money to extending the usefulness of this kind of work. Thirty-five schools possess printing presses for use in publishing a school paper or in preparing daily programs and assisting in the general work of the school. Twelve typewriters are in use in our schools, purchased from funds supplied by school entertainments.

Several schools are maintaining manual training outfits or cooking departments through aid secured outside the Board of Education. Large geological or mineralogical collections, herbariums, telescopes, microscopes, globes, relief maps, mounted birds, animals and plants are to be found in our schools, contributed by public-spirited citizens.

In mentioning the agencies that are endeavoring to improve the surroundings of the children in the public schools of Chicago the Public School Art Society should not be forgotten. This society is doing much to stimulate a desire for the artistic in schoolrooms and surroundings. This society is now directing its efforts toward making the John B. Drake School a model building from an æsthetic point of view.

PUPILS.

The following statement exhibits the enrollment, membership, attendance and promotion for each of the departments of our public school system for the last school year:

	Total Enrollment.	Average Daily Membership.	Average Daily Attendance.	Per Cent of Attendance.	Promo- tions.
Kindergartens.....	8,253	4,415.1	3,995.9	90.5	2,870
Grades 1-4 inclusive.	170,736	140,556.3	131,154.0	93.3	111,679
Grades 5-8 inclusive.	72,296	66,056.3	62,921.5	95.2	54,231
High Schools.....	10,565	9,661.4	9,218.3	95.4	7,286
Normal School.....	655	636.3	612.3	96.2	588
Schools for the Deaf.	181	148.6	144.1	97.0	102
Crippled Children...	52	37.3	35.6	95.4	18
Music.....	.....	.....	.....	.....	.....
Drawing.....	.....	.....	.....	.....	.....
German.....	.....	.....	.....	.....	.....
Latin.....	.....	.....	.....	.....	.....
Manual Training....	14,185	14,055.0	13,988.0	.....	.....
Cooking.....	4,081	.....	.....	.....	.....
Sewing.....	5,271	.....	.....	.....	.....
	<u>262,738</u>	<u>221,511.6</u>	<u>208,081.7</u>	<u>93.9</u>	<u>176,77</u>

The whole number of pupils enrolled was 262,738, being an increase of 6,877 over the school year 1899-1900. The average daily membership was 221,511, an increase of 7,782 over the preceding year. The average daily attendance was 208,081, an increase of 8,260 over the preceding year. For the past five years the annual increase in enrollment, membership and attendance has been growing smaller. The past year, however, proved an exception to this rule in all three instances. The per cent of punctual attendance has also increased, being 93.9 of the membership, an increase of .4 of 1 per cent. Among the causes for this noteworthy increase in the average daily attendance the effective work of the department of Compulsory Education should be mentioned.

The number of suspensions for absence from school aggregated 2,428, a decrease of 552 from the preceding year. The suspensions for misconduct numbered 205, an increase of 30. The suspensions for misconduct are equivalent to .0009 of the membership.

The number of pupils neither absent nor tardy during the school year was: High schools, males 250, females 412, total 612; elementary schools, males 2,478, females 2,507, total 4,985.

There were 848 not absent during the year from the high schools, 516 being females and 332 males. From the elementary schools there were 5,954, of whom 3,027 were males and 2,927 females.

The cost of instruction per pupil in each department is shown below:

NORMAL SCHOOLS—

Upon number enrolled	\$ 82.344
Upon average daily membership	84.704
Upon average daily attendance	88.072

HIGH SCHOOLS—

Upon number enrolled	51.68
Upon average daily membership	56.52
Upon average daily attendance	59.22

ELEMENTARY SCHOOLS—

Upon number enrolled	17.01
Upon average daily membership	20.01
Upon average daily attendance	21.30

KINDERGARTEN—

Upon number enrolled	11.875
Upon average daily membership.....	22.198
Upon average daily attendance.....	24.528

EVENING SCHOOLS—

Upon number enrolled.....	6.41
Upon average daily attendance.....	12.24

SCHOOLS FOR THE DEAF—

Upon number enrolled.....	102.81
Upon average daily membership.....	124.90
Upon average daily attendance.....	129.93

SCHOOLS FOR BLIND—

Upon number enrolled	166.95
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JOHN WORTHY SCHOOL—

Upon number enrolled	27.48
Upon average daily attendance.....	69.36

MANUAL TRAINING (ELEMENTARY)—

Upon number enrolled	2.69
Upon average daily membership.....	2.71
Upon average daily attendance.....	2.73

HOUSEHOLD ARTS—

Upon number enrolled.....	1.59
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DRAWING—

Upon number enrolled012
Upon average daily membership.....	.014
Upon average daily attendance.....	.015

MUSIC—

Upon number enrolled.....	.103
Upon average daily membership.....	.121
Upon average daily attendance.....	.130

PHYSICAL CULTURE—

Upon number enrolled.....	.047
Upon average daily membership.....	.055
Upon average daily attendance.....	.058

GERMAN—

Upon total enrollment.....	4.30
Upon average daily membership.....	5.36

COST PER PUPIL.

The cost per pupil for the entire school system shows a slight increase in every item cited compared with the previous school year. The items are as follows:

FOR TUITION ALONE—

Upon number enrolled.....	19.43
Upon average daily membership.....	23.05
Upon average daily attendance.....	24.54

FOR INCIDENTALS—

Upon number enrolled.....	6.02
Upon average daily membership.....	7.14
Upon average daily attendance.....	7.60

For all current expenses, not including repairs and permanent improvements—

Upon number enrolled.....	25.45
Upon average daily membership.....	30.19
Upon average daily attendance.....	32.14

TEACHING FORCE.

The total number of teachers employed in all the departments of the Board of Education for the school year is 5,951, an increase of 145 over the preceding year. The classification of the teachers by departments is as follows:

PRINCIPALS.

High schools, 15 men; elementary schools, 112 men and 115 women. The number of principals has been increased by one.

REGULAR TEACHERS.

In the high schools there were 159 men and 195 women, a total of 354, the men numbering 45 per cent of the whole number.

In the elementary schools there are 140 men and 4,845 women teachers, a total of 4,985, the men numbering .028 per cent of the whole number.

In the Chicago Normal School there are 10 men and 22 women teachers, a total of 32.

NECROLOGY 1900-1901.

- July 6, 1900—Lyna Kleinpell, Pulaski School.
July 28, 1900—Rose A. Lewis, J. R. Doolittle, Jr., School.
August 8, 1900—Clara Klemm, Lake View High School.
August 15, 1900—Mary A. O'Brien, Harrison School.
September 1, 1900—Frances Morey, John Marshall High School.
October 2, 1900—Sara Gallagher, A. H. Burley School.
December 6, 1900—Adele M. Lazare Leiser, Lyman Trumbull School.
December 27, 1900—Sara O. Connell, Thomas Brennan School.
December 30, 1900—Lena R. Kresse, George Howland School.
January 2, 1901—Nellie G. McCabe, head assistant, Ward School.
January 3, 1901—Helen H. Johnson, Montefiore School.
January 10, 1901—Anna M. Walters, O'Toole School.
March 10, 1901—Elizabeth T. H. Frazier, Harrison School.
March 13, 1901—Lucy Odendahl, A. H. Burley School.
March 18, 1901—Helma L. Barrett, Darwin School.
May 2, 1901—Mrs. Abba G. Woodford, H. H. Nash School.
May 13, 1901—Nellie Mountain, O'Toole School.
June 10, 1901—Mary Radke, Darwin School.

SPECIAL TEACHERS.

There are 724 teachers included in the designation special teachers. Of these 254 are men and 470 women, the men being 35 per cent of the whole number. The classification of special teachers by subjects is as follows: Manual training teachers, 35 men, 1 woman, total 36; teachers of the deaf, 2 men, 21 women, total 23; kindergartners, 177 women; teachers of the blind, 1 man, 4 women, total 5; teachers of drawing, physical culture and music, 45 men, 28 women, total 73; household arts, 22 women; parental schools, 2 men.

THE MERIT SYSTEM.

The merit system of appointment to public school positions is an ideal of many people. During the summer of 1900 the Chicago Board of Education considered measures having this end in view, and during the year since the discussion was started the Board has accomplished important results in this line through action taken at various times. An explanation of the significance of the new rules may be of interest.

First—The Board requires a probationary service of at least four months, of each candidate for a position in the elementary schools.

Second—Such candidates, known either as cadets or as substitutes, are appointed to probationary positions from eligible lists in the order of the standings obtained by them in the examinations for admission to the Chicago school system.

Third—During this probationary service such candidates are reported on by the principals at intervals of two months, and, if the reports are unsatisfactory, they are transferred at once. At the expiration of four months the candidate who has had two trials in different schools and is still unsatisfactory is recommended for dismissal. If satisfactory, the candidate is assigned to a regular position as soon as a suitable vacancy occurs.

Fourth—The candidate's tenure of a regular position does not become permanent, however, until the expiration of three years' successful and satisfactory service.

At present these regulations apply only to the elementary school teachers; but as they constitute five-sixths of the school force, the merit system of appointments may be said to prevail in the Chicago public schools.

QUALIFICATIONS AND ASSIGNMENT OF CADETS.

The graduates of the Chicago Normal School have, almost without exception, taken the Normal Course in the belief that they would be entitled to positions as teachers in the Chicago schools after the completion of the requisite period of training. Positions as cadets in the schools were, until recently, given to all graduates at a salary of \$20 per month. The steadily growing number of graduates, and the lack of a definite and satisfactory basis for their employment in the schools, resulted in a situation complicated and unsatisfactory to the Board and to the cadets themselves.

The difficulties arising from the lack of system in apportioning the cadets manifested themselves early in the present school year. A brief preliminary report of the cadet situation was called for by the Superintendent, and the results were submitted to the Board of Education at its meeting October 17, 1900. Briefly, the report showed that in some schools there were no cadets at all; in the schools of the North Side of the city the number of cadets employed averaged one cadet to two schools; on the South Side, especially in the vicinity of the Normal School, the average was two cadets to a school. The necessity of equalizing the apportionment was apparent. At the first meeting of the Board in December, 1900, the Superintendent was instructed by the School Management Committee to submit to the Board a detailed report on the distribution and assignment of the cadets in the schools.

While this report was being prepared, the Finance Committee, in fixing the appropriations for the fiscal year 1901, offered a resolution which was adopted, fixing the expenditure of money for cadet service, limiting the total number of paid cadets to be employed at one time to 250, and regulating the number of cadets to be employed in various classes of schools. It was

determined to dispense with the service of paid cadets in schools having an attendance of less than 700, and to limit the schools with an attendance of 700 to 1,100 pupils to one paid cadet. Schools having an attendance exceeding 1,100 were permitted to employ two cadets.

The detailed report of the Superintendent, submitted in compliance with the request of the Board, showed the unsystematic features of the cadet situation. It was found that one cadet had served three years before being assigned as a teacher, while a more fortunate sister had served but six weeks. The length of service of most of the remaining cadets, previous to assignment, varied from four months to two years. Of the cadets not yet assigned as teachers, it was found that one had served continuously three years and eight months. Other inequalities were discovered, and the necessity for their regulation revealed.

Near the close of the school year, 109 cadets, who had served the greater part of two years, were not yet assigned as teachers. The Principal of the Normal School reported that he would have a graduating class of 316. There would thus be 425 people eligible for cadet positions during the next school year, while the Board of Education had limited the number to be employed to 250.

Realizing that the situation had outgrown the original plan of the Board to allow every graduate of the Chicago Normal School immediately to become a cadet, with fair prospect of subsequent assignment as teacher after four months' service as cadet, the Superintendent submitted a communication to the Board, calling attention to the situation and making such recommendation as seemed necessary. He commented upon the fact that the cost of the cadet service under the old system, if continued, would burden the Board with an expenditure for the ensuing year of \$80,000. It was shown that the majority of the cadets would serve two years instead of four months, and that the continuance of the system would be unfair to the cadets themselves, who expected assignments as teachers. It was also shown that the condition would become even more unfortunate for subsequent graduates from the school.

The plan recommended as a substitute for the former method was adopted by the Board. It provided that an examination of the graduates of the Normal School of the Class of 1901 should be held, and that they should be placed on the list for assignment as cadets in the order of merit indicated by their standings in the examination. Cadets when assigned should be given a trial for four months. If their services were found unsatisfactory at the end of two months they should be given a second trial in other schools. If their services proved unsatisfactory a second time they should be reported to the Board for dismissal. In case a principal made a favorable report on a cadet it was to be understood that he was willing to have that cadet assigned as a teacher in his school. Cadets should be eligible for assignment as teachers at the end of four months' probation.

EMPLOYMENT AND COMPENSATION OF SUBSTITUTES.

The difficulty experienced by the Superintendent in getting a sufficient number of competent substitute teachers, as well as the inferiority of the quality of the teaching done by substitutes, necessitated devising some plan by which a more constant supply of substitute teachers could be obtained and the strong substitutes separated from the weak. Nearly 200 substitutes were reported on the pay rolls each month, and the total sum paid for this class of work was in excess of \$35,000 a year. These substitutes were of three classes: Persons holding certificates and waiting for assignment, former teachers with valid certificates, and former teachers holding lapsed certificates. The main purposes of the plan adopted April 17, 1901, were: First, to separate the substitutes holding valid certificates from those having invalid certificates; and, secondly, to provide for the more or less regular employment of the former class in order that their fitness for regular positions might be determined and their appointment to such positions facilitated.

The plan having these objects in view provided for the assignment of five substitutes to each of the fourteen school districts, who should be required to report at a central school in the district. Their services are to be required whenever a

substitute is needed in the district. During the days they conduct class work they are to be paid at the rate of \$60 per month, and when they are not teaching they are to be paid at the rate of \$30 a month, and assigned by the district superintendents to schools in which an extra teacher is needed.

When there is a greater demand for substitute teachers than can be supplied from the corps of 70 regular substitutes, emergency substitutes are called into service. An eligible list of applicants for this work is kept, and from this list teachers are assigned in the order of their standings to fill any vacancies which may occur in the roll of 70 substitutes.

Another rule of the Board, adopted February 6, 1901, provides that all teachers must serve as substitutes for at least four months before becoming eligible to assignment as regular teachers. At the end of this period they may be dismissed if unsatisfactory. This will give the district superintendents a better opportunity to judge the work of prospective teachers, and will doubtless prove one of the best methods of eliminating poor material from among the applicants for positions as teachers in the Chicago schools.

By these two rules a definite method is provided for the assignment of teachers according to merit. Applicants for positions in the elementary schools of Chicago are, as related above, assigned to temporary places from an eligible list in the order of their rank thereon. At the end of a trial service of four months they may be dismissed for cause or placed in regular positions.

EXAMINATIONS.

In conducting examinations for teachers and candidates for admission to the Normal School several changes have been made in plan and method.

I. Requirements.—The standard of requirement for admission to the examination has been raised as follows:

a. For Elementary Teachers.—A year's experience in graded school work has been added.

b. For Principals.—Opportunity and recognition has been given to all classes of applicants with a preference shown those who have had a Collegiate or Normal training.

c. For High School Teachers.—A strict enforcement of the rule prescribing the equivalent of a College education, with an alternative requirement of three years' secondary school experience.

II. Subjects.—The principal changes have been in the High School list, to which several commercial subjects have been added. Teachers of French and German in the High Schools have been required to pass the regular examination.

The Board has also required teachers of German in the Elementary Schools to pass an examination in all the branches required of the Elementary teachers.

III. Physical Examinations.—The Board has this year required all candidates for certificates to pass a physical examination. Figures showing the results are found in the appendix to this report. It is believed that the adoption of this requirement will materially increase the efficiency of new teachers.

IV. Normal Entrance Examination.—The examination for admission to the Normal School was this year based strictly upon the course in the High Schools, in accordance with action of the Board of last year. By means of a system of options each candidate was enabled to select and write upon subjects which she had pursued in her High School course. At the same time, by means of a system of credits, giving to each subject importance in determining the candidate's general average in proportion to the length of time it was pursued in High School, a fairer test of the candidate's work was afforded.

V. Cadets' Examination.—A competitive examination was prescribed by the Board for all graduates of the City Normal who desired to become cadets in the schools. By the results of this examination the Normal School graduates were listed on an eligible list for assignment in the order of their standing in the examination. No passing average was required.

The method upon which the examinations were conducted was different in some particulars from that followed in former years.

I. Board of Examiners.—The Board of Education authorized the Superintendent to appoint an Examining Board of twelve members. This Board set all questions and read all papers, with the exception of some of the examinations in the special departments. The work of the Board was carried on during reg-

ular business hours in quarters provided by the Board of Education.

II. Numbering Papers.—Candidates writing papers in the examinations were forbidden to place any identifying name or number whatever on their papers. Each candidate was required to fill out an identifying slip and fasten it to his manuscript. The paper and identifying slip were then privately stamped in duplicate. The slips were removed and filed in the Superintendent's office to be used in identifying the papers upon their return from the examiners. The paper went to the examiners stamped with a number which the candidate himself did not know. After the papers had been marked by the examiners they were identified in the Superintendent's office, where the marks were tabulated and averaged.

III. Revision.—A day having been set, each candidate who had failed in any examination was notified that upon that date a revision of papers would occur. A large number applied, and appeared upon the revision days accompanied by their friends and all persons interested. The papers of the applicants were carefully and publicly revised by the examiners. In a vast majority of cases the revision resulted in no change of the markings; a few marks were lowered, and a considerably smaller number raised. In all, six persons passed the examinations as a result of the revision.

Examinations for various positions were held as follows:

		Number Exam- ined.	Number Suc- cessful.	Number Passed Phys. Exam.
1900-1.				
Sept. 14.	Teachers of Music, Normal School.....	10	5	
" 14.	" " " High Schools	23	6	
" 14.	" " " Elementary Schools.	88	28	
" 22.	" " Manual Training.....	13	8	
Dec. 8.	Family Instructors, Parental School.....	8	7	
" 8.	Assistant Family Instructors, Parental School.....	13	9	
" 27-28.	Teachers of Drawing, High Schools....	27	7	
Feb. 16.	" " German, Elementary Schools	8	4	Begun June, 1901
June 21 and 24.	Admission to Normal.....	382	125	114
July 1.	Teachers of Deaf.....	5	4	4
" 1.	" " Manual Training.....	18	2	2
" 1.	" " Sewing.....	9	2	2
" 1.	" " Cooking.....	19	6	4
" 2.	" " High School.....	183	29	28
" 2.	" " Parental School.....	..	..	..

PUBLIC SCHOOLS.

	Family Instructors	3	2	2
	Assistant Family Instructors.....	6	2	2
	Teachers of Horticulture.....	1	1	1
	" " Military Tactics and Gymnas- tics.....	3	1	1
July 2-3.	Principals.....	102	7	7
" 3.	Elementary Teachers	182	28	26
	Total, 1,103	283	193	
July 1.	Cadets for eligibility only	292	292	291
	General Total, 1,395	575	484	

PLAN OF GRANTING TEACHERS' CERTIFICATES CHANGED.

Near the close of the school year the Board enacted a rule which provides for the granting of temporary certificates to teachers entering the Chicago school system and for the renewal and eventual permanency of such certificates on the condition of three years' satisfactory and successful service in the schools on the part of the persons holding them.

Under this rule the initial certificates are good only for one year from date of issue. They must be filed with the Superintendent of Schools for renewal at the end of that period. If the services given have been satisfactory, a second and a third annual certificate will be issued. Not until three full years of successful and satisfactory service have been rendered will a certificate be made permanent.

The rule concerning the time limit for the expiration of teachers' full certificates has also been modified. All full, or so-called permanent, certificates now expire three years from the date of leaving the service of the Chicago Board of Education, except in the case of those who continue to teach in schools of a grade equal to the Chicago schools, or who are, during the period of their absence from duty, regularly matriculated students in some institution of higher education.

The rule by which the Board of Education granted principals' or teachers' certificates to "candidates of scholarly habits, long experience and progressive spirit" on recommendation of the Superintendent of Schools and four of the District Super-

intendents, has been abolished, because it resulted in general dissatisfaction, both to the members of the Board themselves and to the teaching force.

TEACHERS' RECORD AND CARD CATALOGUE.

Just before the close of the year the Superintendent of Schools asked for a small appropriation with which to make a beginning toward the establishment of an adequate and comprehensive record of the work and efficiency of the teaching force. Up to the time of this suggestion, the only places in which the connection of a teacher with the school system of Chicago could be traced were the books in which the records of salary payments are kept. In these books no summary or condensed statement of the history of a teacher could be kept, and in order to secure the data required by the Superintendent concerning any teacher it was necessary to trace the name from school to school in the pay rolls. The difficulties of this system are apparent. They were greater, however, in the case of teachers who had been transferred or who had changed their names through marriage. To trace the history of a teacher from the time she became a part of the school system through a period of ten or twenty years involved two or three hours' labor. In many cases the facts could not then be arrived at without the aid of the teacher herself, who was able to supply only a bare statement of chronology. The resulting condition was that there existed no documentary evidence in condensed form concerning the quality of teaching done, or other essential matters. A full knowledge of these particulars is absolutely necessary to the Superintendent of a system of schools such as that of Chicago.

The new plan is modeled upon systems used by large business houses. It contemplates the establishment of a record which shall combine in the small compass of a card and ledger file the history of each teacher's connection with the schools, together with such biographical information as may be necessary for the determination of the exact status of any teacher's certificate. It is expected that the new system will secure the greatest economy of time and space in keeping and maintaining complete records.

ABOLITION OF SUPERFLUOUS TITLES.

In the interests of economy and simpler organization the Board of Education abolished certain superfluous titles among teachers, which had lent distinction to their wearers without requiring in return duties greatly different from those performed by the rank and file. Some schools enjoyed the privilege of titled instructors while others had none, thus complicating the school system. These titles had also become convenient excuses for the payment of increased salaries. There resulted a continued agitation to secure these titles with consequent increases of salary. In the grammar schools the title of extra teacher, assistant to principal and assistant principal were all merged into the one title of head assistant. Among the special teachers the titles of assistant supervisor of music and assistant supervisor of drawing have been abolished.

In many of the schools, where teachers enjoyed these distinctive titles, the possession of the title was considered a warrant for employing such teachers at work other than teaching. Some were assigned to clerical work in the principal's office, while others assisted the principal in the supervision of the school, acted as directors of games or performed other similar functions.

Under present conditions the title of head assistant, with additional salary, will be conferred on one teacher only in each school in which at least eight regular teachers are employed. In each school having a membership of less than 1,100 pupils, the head assistant is required to devote her entire time to the regular instruction of classes, except in the absence of the principal. In schools having a membership greater than 1,100 the head assistant may, on the recommendation of the Superintendent, be allowed to devote part or all of her time to assisting the principal in supervisory work.



CHEMICAL LABORATORY—ROBERT A. WALLER HIGH.
Orchard and Center Sts.

HIGH SCHOOLS.

Report of A. F. Nightingale, Assistant Superintendent in charge of High Schools:

Mr. E. G. Cooley, Superintendent of Schools.

My Dear Sir:—At your request I submit my Tenth Annual Report as Assistant Superintendent in charge of the High Schools, for the year ending June 28, 1901.

THE YEAR.

The year just closed has been a somewhat peculiar and transitional one, in view of the changes that have taken place in the times of admission and in the program of study.

TWO ADMISSIONS.

Two regular admissions a year are now established. Nearly 1,000 were received on certificate from the grammar schools last February. This change introduces some wholesome modifications into the curricula of the pupils. It enables those who have studied the first half-year under adverse circumstances to re-adjust themselves by reviewing their work, by lessening it or by changing it.

It enables those who have attended an entire year, and yet who for any cause or for many causes have not done satisfactory work in one or more studies, to retrieve their lost fortunes by turning back one half-year instead of one whole year. The whole plan of two admissions has produced important results and is of much value in adjusting the progress and economizing the time of the pupils.

THE NEW PROGRAM.

A new program of study, as elective as the wise conservatism of the Board would permit, has been put in operation this year. The program has been growing more and more elastic for several years, but in the new several radical changes have been made. French has been restored to the first year, and now pupils in the ninth grade have a choice of Latin, French, German or Spanish as a foreign language. History has been

introduced into each of the four years—Ancient history for the first year, Medieval and Modern the second year, English the third year and American with Civics the fourth year.

Now Language, Science, History and Mathematics parallel one another throughout the four years.

There is a fixed curriculum for pupils who desire to enter the Normal School.

The program is purely elective for those who are not candidates for graduation, but who wish to take advantage for a greater or less length of time of the privileges afforded. It is partly fixed and partly elective for those who are to receive a diploma. The required studies are English Language and Literature for two years, some one foreign language for two years, one year of algebra, one year of history, one year of science. The above consists of about six of the fifteen credits required for graduation.

COMMERCIAL STUDIES.

An important feature of the new program is the introduction of commercial studies where we have had none before. The plan is to offer commercial geography, commercial law, the science and art of accounting, and stenography and typewriting. It seemed unwise to introduce all these at once and to readjust the pupils to all the other changes which an elective program would suggest. After the pupils had quite generally selected their work for the year, opportunity was given to form classes in bookkeeping and in stenography. In several of the schools such classes were formed. About 300 have pursued these studies. A class of nearly 100 in stenography was organized and very successfully conducted in the North Division, now the Robert Waller High School. Some of the principals have not welcomed these studies with much warmth of interest. Pupils have not generally known they could select them, but the success attending their partial introduction the first year warrants their continuance and furnishes a basis of evidence which leads us to predict that no studies will be more popular or more profitable in the near future than the commercial studies, provided ample equipments in the way of apparatus and teachers are supplied,

and provided further that those who are immediately concerned in the management of these schools, the principals and teachers, give them the same right of way accorded to the other studies.

In teaching typewriting, machines are as necessary as crayon for blackboard work, pencils for drawing or texts for study. The forty Remingtons hired for the last few weeks of the year should be increased to three or four times forty if the pupils are to be accommodated. Tools are as essential to the pupil in school as to the mechanic in the business of life.

ACCOMMODATIONS.

Very encouraging steps have been taken looking to the better accommodations of the high school pupils. The Robert Waller High, the last and therefore the best, was opened for pupils in the spring with a proper regard to boundary lines between this district and that of Lake View, and with a careful distribution of pupils in the rooms 2,500 pupils may be cared for in the Lake View High and this school. The action of the Board in deciding to build a gymnasium and an assembly hall was very opportune, as without these the contrast with all the other new high school buildings would be very marked.

An addition to the Calumet High, long needed, will be ready for occupancy in September.

The addition to the Lake High will not only relieve the Englewood High, but especially furnish facilities for the very best instruction, and in a neighborhood where the children are eager for an education and appreciate every privilege afforded to secure the same.

The West Division High, which until within recent years was the largest and finest school building in the city, has been sold to the College of Physicians and Surgeons, the Medical Department of the University of Illinois. The environments were not pleasant or appropriate for pupils of High School age, and a desirable sale seems to have been effected in the interest of both the school and the college. It is unfortunate that so much time must elapse before suitable provision can be made for the pupils thus deprived of a home.

Temporary quarters have been selected and will be put in a fairly attractive condition for the school. A site has been secured for a new building, which, when finished and furnished, will present accommodations that will amply compensate for a period of self-denial even in the remodeled car barns.

A new English High and Manual Training School building seems now to be assured. This is a most excellent school, well conducted, permeated with a working spirit, and a credit to commercial Chicago. No money will be better expended than that used for the erection of a model building for this model school.

Next in importance is a new building on the new site for the South Division High. When this shall have been erected, the crowding of the Hyde Park High will cease, and the people living north of Fifty-fifth street will feel that they are being served as well as those who live south of this boulevard.

As soon as possible the Englewood High should be completed according to the original plans, a new South Chicago High and a new Jefferson High builded.

With the remodeled Lyman Trumbull buildings and the present South Division High used for commercial and manual training schools for the North and South sides, and an elastic program of study given free exercise in all the schools, the opportunities afforded for a secondary education in the City of Chicago will be second to none in the country.

THE ENGLISH READINGS.

Much care has been taken in the selection, grading and arrangement of the English Classics in the Chicago High Schools. All the books, both for "reading" and "study," required for admission to college until 1905 have been incorporated in the list. Some of the latter are not well adapted to all our High Schools. The pupils are too immature, too little acquainted with our mother tongue, to read all these required books to advantage. Indeed, in some instances, a positive injury is done by the dissipation of a taste for good reading. I regard the work in English in our High Schools the most delicate, the most difficult, the most laborious and the most important of any. If there is one fault

above another it is in grading the books too high for the class of pupils to be found in more than half of the schools. The contrast in the knowledge of English which the pupils bring to the High Schools is marvelous and striking in the extreme.

While many pupils in some one or more High Schools may read with interest and profit Browning, Carlyle, Burke and Milton, there are many, very many, in some other High Schools in the work of the same year who could be much better employed in reading Robinson Crusoe, Lamb's Tales or Alice in Wonderland. Such is the difference in the use and understanding of English by the pupils of the different High Schools, and sometimes by the different pupils of the same High School.

Pupils preparing for college, never more than twenty per cent of the two upper classes (and all the work laid down by the colleges in English can be accomplished the last two years), must of course fulfill the requirements, but these books for "reading" and "study" need not concern the first two years of the High School curriculum, and since a large majority of even the members of the higher classes will not enter college, many other books, better adapted to the taste and talents of the pupils, and therefore calculated to be of greater profit to them, should be used. In fact, there should be great elasticity in the use of English Classics for our High Schools, and a book adapted to some of the schools will not be at all adapted to some of the others. Two books formerly read in the first year were "Tales of the White Hills" and the "Merchant of Venice." They were interesting and profitable, seldom criticised by any of the teachers. These were, however, adopted for use in the Grammar Schools, and others had to be taken. After much consideration, "The Sketch Book" was decided on in place of the "White Hills," and has been quite generally acceptable. Two things should be thoroughly impressed. First, that the English readings should be adapted to the equipment and attainments of the pupils, to the sacrifice of any fixed list of books. Secondly, that principals should see that they who are preparing for college have opportunities for filling all the requirements in English, including both the

books for "reading" and for "study." If this plan should be followed with conscientious zeal by principals and teachers much better work would be done in this all-important study of English.

STUDY OF THE LANGUAGES.

There has been a notable decrease in some of the schools, especially, and I think unfortunately, in the number of pupils pursuing Latin. Several factors have entered into this; among them the restoration of French and the introduction of Spanish to the first year and the adoption of commercial studies.

In the several High Schools at the close of September there were 9,973 pupils, an increase of 332 over the corresponding date of 1899. Of the 9,973, 623, all boys, were in the English High, where Latin is not taught. In this school there was a gain of 67, or 12 per cent, over the previous year, and 123, or 22 per cent, in two years.

In the other High Schools there were, therefore, at the close of September, 9,350 pupils. Of this number 5,899, or 63 per cent—a loss of 6 per cent from last year—were studying Latin; 2,634, or 28 per cent, were studying German, a gain of 2 per cent over last year; 1,741 studied French, or 18 per cent, a gain of 1 per cent over last year; 264 studied Greek, and 54 took Spanish.

In the separate High Schools the number pursuing Latin was as follows:

Austin.....	247	or 70	per cent.		
Calumet.....	202	" 71	"	a loss of nine	per cent.
John Marshall.....	432	" 70	"	" " seven	"
Hyde Park	985	" 72	"	" " four	"
South Chicago	164	" 50	"	" " twenty-seven	"
Jefferson	203	" 67	"	" " eleven	"
Englewood	690	" 67	"	" " eight	"
West Division.....	616	" 63	"	" " six	"
Lake View.....	763	" 72	"	a gain " nine	"
Lake.....	140	" 50	"	a loss " seventeen	"
Joseph Medill.....	277	" 63	"	" " five	"
Northwest Division.....	522	" 64	"	" " one	"
South Division.....	446	" 53	"	" " nine	"
Robert Waller.....	212	" 39	"	" " one	"

The Lake View High was the only school in which there was a gain of pupils who studied Latin. In the Robert Waller 253 studied German and 212 Latin—the only school in which those studying German exceeded those studying Latin. In all the schools, 63 per cent studied Latin, 28 per cent studied German, 18 per cent studied French.

The schools exceeding the average of those studying Latin were Austin, Calumet, John Marshall, Jefferson, Hyde Park, Englewood, Lake View and Northwest Division. Those having less were South Chicago, Lake, South Division and Robert Waller. The West Division and the Joseph Medill had the general average, or 63 per cent.

PER CENT OF LOSS DURING THE YEAR.

There were 4,356 pupils in the first year at the close of September—2,677 girls and 1,679 boys. About 982 were admitted in February, making a total, including the loss between September and February, of 5,338. Of this number there were 3,716 at the close of June, or a loss of 30 per cent during the year in the first-year class.

There were 9,973 in all the schools at the end of September. About 982 entered in February, making a total of about 10,955 who were in attendance some time during the year. There were 9,973 at the end of September, and 9,273 at the end of January—a loss of 700 the first half of the year. At the end of February there were 742 more than at the end of January, but only 42 more than at the end of September. The admissions in February exceed by only a few the loss between September and February, and therefore the readjustment in the middle of the year would not generally require any additional teachers.

At the end of September there were 9,973 pupils in all the schools; adding 982, the number admitted in February, we have a total of 10,955. Of this number there were 8,986 at the end of June—a loss of 1,969, or a little less than 18 per cent. There were 68 pupils less in attendance at the close of October than at the end of September; at the end of November, 143 less than at the end of October; at the end of December, 275 less than at the

end of November ; 218 less at the end of January than at the end of December ; 742 more at the end of February than at the end of January ; 229 less at the end of March than at the end of February ; 275 less at the end of April than at the end of March ; 256 less at the end of May than at the end of April, and 265 less at the end of June than at the end of May.

BOYS AND GIRLS.

In September there were 6,511 girls and 3,462 boys. At the end of June there were 5,870 girls and 3,116 boys. The loss of boys and girls in per cent was therefore almost exactly the same, or about ten. In September, of the total number 65 per cent were girls and 35 per cent were boys, while in the first year 61 per cent were girls and 39 per cent were boys. The per cent of boys, however, both entering and remaining, is gradually increasing, and I believe this may be attributed to the greater elasticity in the program of study and in the introduction of commercial or business subjects.

GRADUATES.

I have not the statistics of the number who graduated in the years 1890-1894. In 1895, 794 graduated ; in 1896, 888 ; in 1897, 1,014 ; in 1898, 1,172 ; in 1899, 1,160 ; in 1900, 1,249 ; in 1901, 1,288—a gain of over 62 per cent in six years.

In September, 1897, there were 3,852 in the first year ; in 1901, four years later, 1,288, or a little over 33½ per cent graduated ; in June, 1897, 6,107 graduated from the Grammar Schools ; in June, 1901, 1,288, or 21 per cent of this number, graduated from the High Schools. It is safe to say that about 60 per cent of the graduates of the Elementary Schools enter the High Schools ; about 35 per cent of those who enter graduate, and about 25 per cent of those who graduate enter college. The present graduating class when they entered the High School constituted 63 per cent of those who graduated from the Elementary Schools the June preceding.

A DECADE.

A few facts, largely in the form of statistics, relating to the growth and progress of the High Schools during the ten years ending June, 1901, may not be out of place.

Before the annexation of 1889-1900 there were but five High Schools in the city, viz.: West Division, South Division, North Division, Northwest Division and the English High. With the annexation there were added seven more, viz.: Hyde Park, Englewood, Lake, Calumet and South Chicago on the South Side, and Lake View and Jefferson on the North and Northwest sides. Since that time the Austin High has been annexed and the John Marshall and Joseph Medill have been established, giving at the present time fifteen High Schools.

The following table gives the number belonging at the end of each September from 1892 to 1900:

September, 1892.....	5,550
" 1893.....	5,692
" 1894.....	7,133
" 1895.....	8,140
" 1896.....	8,405
" 1897.....	9,064
" 1898.....	9,567
" 1899.....	9,319
" 1900.....	9,973

which is a gain of 80 per cent in nine years.

Of these there were in the first year or entering class each year the following:

September, 1892.....	2,460
" 1893.....	2,422
" 1894.....	3,352
" 1895.....	3,574
" 1896.....	3,551
" 1897.....	3,852
" 1898.....	4,241
" 1899.....	3,871
" 1900.....	4,356

a gain of 77 per cent in nine years.

A difference of 3 per cent in the gain of the total attendance over that of the first year shows an increasing tendency on the part of the pupils to remain in school for graduation.

In June, 1892, 3,887 graduated from the eighth grade; in June, 1900, about 7,700, or a gain of 100 per cent in nine years.

The growth of the High Schools has kept quite even pace with that of the Grammar Schools. From 57 to 61 per cent of those graduating from the Grammar Schools in June have entered the High Schools in the September following. While the per cent must necessarily gradually diminish, it is very gradual, when on the average it amounts to less than one-half of one per cent a year.

AGES.

The age at which pupils enter the High School has gradually and during the last three years perceptibly diminished. Ten years ago the average age of admission was about fifteen years and six months, while the average age of the last two or three years has been about fifteen years. I consider this to be attributed largely to more intelligent instruction in the Elementary Schools. Pupils who enter the Primary Schools at six years of age ought, if no untoward circumstances prevent, to enter the High School at fourteen years of age. As a rule, however, pupils lose one year between entering the Primary and the High Schools. It is a significant fact that the younger pupils who enter the High School are more inclined to graduate than those who enter the school at an older age. For instance, the present graduating class of West Division High entered at an average age of fourteen years and six months, and therefore graduated at an average age of eighteen years and four months. The average age of all who entered this school four years ago was fifteen years and two months, and if all had graduated the average age would have been nineteen years. The graduating class was therefore younger by six months than if all had graduated. The same relative statistics prevail in all the schools. In September last there were in the High Schools eighty-three pupils under thirteen years of age, and seventy over nineteen, while between fifteen and seventeen years of age there were five thousand and fifty.

As pupils are educated along the lines of their special aptitudes; as programs of study become more and more elastic, and instruction is more and more individualized, pupils will not only enter and graduate from the High Schools at a younger age,

but more will enter, more will graduate, and all will be better prepared for the work which their natures and their environments have designed them to accomplish.

CONCLUSION.

In closing my tenth annual report as Assistant Superintendent in charge of the High Schools, I desire to express my sincere gratitude to those who have labored with me, and those with whom I have labored, in an honest and earnest effort to promote the highest interests of secondary education in the City of Chicago, and especially to a generous and appreciative public for their many and multiplied expressions of confidence, respect and esteem.

A. F. NIGHTINGALE

Asst. Supt. in Charge of the High Schools.

In addition to the foregoing report of the Assistant Superintendent in charge of High Schools, the Superintendent desires to make the following comments on some of the special problems of the High School work as developed during the year:

A problem connected with the introduction of commercial studies which will have to be solved in the near future is that of supplying competent teachers, who shall combine ability in their special subjects with the breadth of culture which we demand of our High School teachers. Another problem is the co-ordination of the work in these subjects, in point of time and disciplinary value, with the other subjects of the curriculum. It may be necessary to accord to bookkeeping and stenography treatment similar to that now given to laboratory science, and demand of students electing them proportionately greater time and work in the classroom.

In the endeavor partially to fill the demand for a centrally located High School of Commerce, the introduction of a Commercial Course in the English High and Manual Training School is contemplated next year. Upon the success of this experiment future development of the idea will depend. The union of manual training and commercial high schools is by no means to be considered necessarily permanent. The day may come when the commercial high school will lead a separate existence.

In this connection it seems fitting to speak of the splendid work done by the Manual Training High School, which has outgrown its present unsatisfactory rented quarters. It is to be regretted that it has not yet been possible to make use of the appropriation made by the Board for fitting up the Lyman Trumbull Elementary School building as a new Manual Training High School. It is to be hoped that next year will see this plan of the Board carried to completion, and that before long a Manual Training High School will also be provided on the South Side of the city. The opening of these schools, together with the erection of the new building on the West Side for the present school, will give the city a complete system of Manual Training and Commercial High Schools.

This extension of the special technical High Schools ought not to prevent the introduction of elementary work in manual training into every High School in the city. Such work, confined to the first year, would not prove unduly expensive and would in the end be an actual economy. It is probable that it may be found more generally satisfactory to confine this elementary work in manual training to the first year in the regular High Schools. It may also be found best eventually to limit the commercial work, as well, to the first year in the regular High Schools. A three-year course in the Manual Training and Commercial High Schools would then be sufficient. It is apparent that such a plan would involve the purchase of apparatus for manual training and typewriting for but three schools instead of for fifteen, and that the number of pupils enrolled, and therefore the number of special teachers necessary in these classes, would be considerably smaller.

Moreover, the plan contains elements of advantage to the pupil. If the boy who enters High School full of the idea of a manual training or commercial course is permitted to try it one year in the regular High Schools, he will be in better position to make a final decision at the end of that year. If he desires to continue the course he may then go to the Manual Training and Commercial High School. If, on the other hand, he desires to abandon his first election, he is in a position to complete the

regular High School course with the small handicap of one year's work in one subject involved in the change.

It is also apparent that this plan would bring both Manual Training and Commercial High Schools into closer relationship with the other High Schools and the entire system; while that distinctness of organization on the part of the technical High Schools, deemed necessary by some, would still be preserved.

A change in the program of the High Schools likely to be adopted for trial next year is the lengthening of the school day from five hours to $5\frac{3}{4}$ hours, and the division of the day into six periods instead of five. This measure was first recommended by the teachers of science in the High Schools at their meeting in May of this year, and was later incorporated in a recommendation to the Superintendent by the unanimous vote of the High School principals.

Such a change as this will probably produce some important, though perhaps unexpected, results.

The teachers of science will have opportunity, under the six-hour program to increase the efficiency of their laboratory work by arranging the periods on a basis of two consecutive hours daily for each of three classes. As under our present program of study full work for each pupil consists of 20 or 22 hours, it is apparent that the proposed plan will make it possible for each pupil to have 8 or 10 study periods per week in school.

Under the present plan few of the teachers in our High Schools teach more than 20 periods per week. The new plan will make it possible to ask each teacher, excepting teachers of English and laboratory science, to teach 25 periods per week, a demand which does not seem at all exorbitant. Other things being equal, the High Schools could, under this arrangement, be run with a corps of teachers smaller by one-fifth than during the present year. Difficulties in arranging programs and fixing the work of special teachers, together with the allowance made in favor of teachers of English and science, will probably cut this reduction of the force to one-tenth, or about 30 teachers. A saving of approximately one-tenth in the salary list of the High Schools should result.

Such a reduction will be made the more easy by the strict enforcement of the rule of the Board, which provides that no class shall be opened in a High School with less than 15 members, nor continued when the membership shall fall below 10, the figures being 15 and 20, respectively, in the larger schools with a membership above 500. Many classes in the High Schools have been run during the past year without strict regard for this rule.

A reform much needed is the adoption of a more liberal policy regarding High School libraries. The libraries in most of the High Schools, aside from certain standard reference books and additions made by private funds, are in a bad state. The books purchased by the Board are mostly old and out of date. An appropriation of \$100 for each High School for the purchase of books in history, made last February, is the first substantial addition in some years. This appropriation deserves to be made an annual one. It is hoped that the Board may be able to adopt the policy of annual additions to the High School libraries in the lines of history, science and general literature.

Home reading books, so-called, have been purchased each year in large numbers for use in connection with the English courses in the High Schools. The value of this work is doubtful. The general opinion of the High School teachers and principals seems to favor the abandonment of the scheme. The money thus spent could well be diverted to general library purposes. As for the home reading books now on hand, many of them could be placed in the elementary school libraries as supplementary reading books, and others, particularly in the upper years, might be transferred to the general library of the High School.

The question of High School athletics has been a troublesome one in the past. A step in advance from the old system of non-control by school authorities was made some five years ago, when the Cook County High School Athletic League was organized, the governing body in which is a Board of Control, consisting of one teacher from each High School in the league, elected by the pupils interested in athletics. While it has done a good work, improvement may still be made in the plan

of organization of the league. At the same time there is much to be said in favor of the exercise by school authorities of large powers along the following lines: closer scrutiny of the eligibility and conduct of players; insistence upon a higher standard of scholarship and a strict observance of it; recognition of parental objections which often exist; and regard for medical opinion concerning the health of candidates and their ability to endure the hard training necessary to interscholastic sports. A disregard of the schools' responsibility in these matters has in the past entailed much public criticism upon athletics in the schools. So long as the public school name is used and athletic teams purport in any particular to represent public institutions, just so far will the authorities in charge of those institutions be held responsible for results, good or bad, by the general public. We must recognize this attitude on the part of the public, and endeavor not to evade the responsibility entailed by it through pleas in favor of student government and similar plans, but rather to accept the situation and proceed to the thorough regulation of High School athletics with firmness and justice.

THE NORMAL SCHOOL.

Extracts from the Report of the Principal of the Chicago Normal School, Dr. Arnold Tompkins:

"The addition of the Yale School to our practice force greatly increased the efficiency of our organization. The distressing problem in every Normal School is lack of facilities for practice work. This is largely a question of the number of critic teachers in proportion to the number of students practicing. Our ideal, now nearly reached, is to assign four students to each critic teacher, and these to be distributed at different times during the day, and to be used as the regular work and program of the room requires. In no case is the practice work to disturb the regular and progressive work of the schoolroom. Thus only can the pupils practice under such conditions as will prevail when they come to regular teaching in the city system. A practice school and a model school are not antagonistic, for a well-regulated and efficient school, both as to discipline and instruction, is an essen-

tial condition to helpful practice. Whenever the schoolroom is distracted by 20 or 30 pupils practicing, the condition for efficient practice passes with the passing of conditions for efficient instruction. I believe that in our present system of practice work the instruction given to the children is a high average of that where practice work is not in vogue. If this is not true, our practice work is not as efficient as it should be."

"If the problems of the Normal School arose wholly from within, their solution would be comparatively easy. But the very life and origin of the Normal School are from within the city system as a whole. The city has always trained its teachers, in one way or another; now, in the natural course of evolution, it has set aside an organ to perform that special function. The deepest truth of the Normal School is the demand for trained teachers made by the principals, which demand further reduces to a demand of the child for a trained teacher. The need of the child is the ultimate explanation of the Normal School. Therefore, the most radical and vicious defect of administration would be to reverse this order and consider children as a means and an opportunity to other ends; as that of furnishing employment to teachers in the Normal School, or as a means of giving remunerative work to prospective teachers. This is simple enough, and is supposed to be acted upon as a matter of course; yet early last year the Normal School found itself squarely confronted by the opposite policy, namely, that the Normal School was maintained for the benefit of graduates of Chicago High Schools who desired to become teachers. That is, inasmuch as these graduates had patronized the public school through the grades and the High School, and thus made positions for teachers and school officers possible and the taxpayer an increased opportunity, a debt from the city to these graduates has accrued, which can be fairly discharged by two years more of free tuition in a Normal School followed by a guaranteed position in the city system."

"A third problem clearly defined itself by experience in the school, namely, that of insufficient time to prepare teachers who can satisfactorily do what the principals have a right to expect of



GEORGE DEWEY SCHOOL.
Fifty-fourth St. and Union Ave.

them. If the preparation of a teacher consisted in presenting the history and philosophy of education, and methods of teaching as currently defined, the time allotted would be sufficient. But I know of no way to prepare for teaching except in and through the subject to be taught—in and through the inner life and logic of the subject. Theory of education cannot stand apart from the subject by which the pupil is to be educated. Decidedly the best thing that can be done for our students is to direct them in constructing the inner method of the subject itself, and thus to enable them to arrive at a true sense of educational method and value. This deeper logical and psychological knowledge of the branches, especially of the common school branches, is not given in college or university courses and must be done in the Normal School. The Chicago Normal School should be made unique in deriving the method of teaching the subject from the subject itself. Colleges for the training of teachers reject this phase of the problem on the ground of its being academic work. This is not wholly true; but if it were, it is not given either in high school, college or university. It is pedagogical affectation to refuse to do what needs to be done on the ground of invading the academic realm. The only question before us is, What do the pupils sent to the Normal School most need to master the situation in which they are to be placed in the Chicago schools? It is not theory of pedagogy in general, but intimate knowledge of the concrete thing to be done in teaching. Skill in teaching is skill in thinking the subject and pupil into the unity of a life process."

"The time problem will appear more clearly by instancing the study of a given subject; say, geography. The students in the Normal School have had no geography since they left the sixth grade, and are a long way from that thorough and organic grip of the subject which will enable them to wield it with confidence, precision and effect. About one and a half terms—or 20 weeks—is all the time which can be given to it consistent with the need of other subjects demanding like attention. Our Geography Department feels keenly the necessity of preparing teachers who can teach geography, but are embarrassed beyond measure be-

cause they have inadequate time in which to do it. And so of other departments. I wish that our students were such that the present time would be sufficient, for we prefer to dwell in the upper realm of pedagogical speculation rather than to exercise patience with details. Unfortunately, or perhaps fortunately, we are in the stress and strain of Chicago school life which precisely and mercilessly determines the path of our movement. Therefore, in order that the Normal School may meet its obligation, I urge that the course, for all future students who enter the school, be lengthened to at least three years. Other reasons for this will appear later in this report. There is no valid reason for not doing this, since (1) there are three times as many candidates, in the city and out, for entrance as can be accommodated, or as are necessary to supply the needed number of teachers for the city; (2) the increased expense would be but a trifle over what it is now. In this connection I plead again the rights of the child to be supplied with the best possible trained teacher, and hold that the city, since it is situated to do so easily, is morally obliged to lengthen the course."

"In order that teachers already in the city system may have the advantage of the Normal School, it should hold a summer session covering a regular term of the Normal School course, and for which credit toward a diploma or degree should be given. This term should be made especially inviting to Normal School and College graduates and to mature non-resident teachers of successful experience."

A. TOMPKINS,

Principal, Chicago Normal School.

In addition to the foregoing comment of the Principal of the Normal School, the Superintendent desires to make the following observations on the work and aims of the Normal School:

The year 1900-1901 has been an epoch-making one in the history of the Chicago Normal School.

We have been fortunate in securing the services of one of the ablest Normal School men in the country, Dr. Arnold Tompkins, and the school is rapidly developing into an integral part of our educational system. We have settled down to the task of preparing teachers for their work in Chicago.

The Normal School does not exist as the crown or apex of our educational edifice. It exists to perform a specific duty—to prepare teachers to teach in Chicago. The Normal School does not pretend to give a professional education to all who wish it. Its aim is less pretentious. The Normal School exists merely as an aid in carrying on the general work of the elementary schools. Its excuse for existence lies in this aim.

The United States government offers a military education to a definite number of its young men, not for the sake of the young men, but purely for its own purposes. It does not recognize the right of anyone to claim a military education. It makes provision for a specific end. Similarly, in the case of our Normal School, we owe nothing to the young ladies who have completed our High School course and wish to teach. We are no more under obligations to make them teachers than we are to make them doctors or lawyers. We offer them a Normal School training purely in the interests of the elementary schools, not in response to any obligation to the young ladies. When we have decided how many teachers we need and what time they ought to spend in preparing themselves for our work, no considerations of their interests should prevent our doing what is for the interest of the elementary schools.

It is clear that we must look to the Normal School not only for teachers in the grades, but for teachers who are competent to handle the so-called special subjects of music, drawing, manual training, kindergartens, etc. In order to meet this demand the Board of Education is opening new departments in the Normal School to train teachers to teach German, to teach also in the Kindergartens and the Manual Training rooms. So far we have not been able to thoroughly organize these departments of the Normal School, but much has been done. A complete organization will require a more extended course than we now have. A longer course than the two years now given must be offered, and the Superintendent recommends the extending of the course given in the Normal School to three years.

The most immediate material need of the Normal School is a new building. The old building is utterly behind the times. It

lacks laboratories, it lacks suitable classrooms, proper heat and ventilation. The importance to our schools of the proper preparation of our teachers demands that every facility be given to the professional education of the young people who are to become teachers in our system.

The following is a statement of the cost and attendance of the Normal School:

Total enrollment.....	655
Average daily membership.....	636.3
" " attendance.....	612.4
Number of teachers.....	31
" " graduates residents of Chicago.....	292
" " " " " Cook County.....	17
Total	309

The cost of instruction per capita was as follows:

Based on enrollment.....	\$82.344
" " average daily membership.....	84.764
" " " " attendance.....	88.072

GERMAN IN THE ELEMENTARY GRADES.

Dr. G. A. Zimmermann, Supervisor of Modern Languages, reports that instruction in German in the elementary schools was given to an average daily membership of 33,548—an increase of 2,000 over the preceding year. The appropriation for the year was \$180,000, and the per capita cost of instruction, based on the total enrollment, was \$4.30; on the average daily membership, \$5.36. The number of pupils excused from the study during the year was 327, or a little less than one per cent. The total number of teachers employed was 215, the average number of pupils to a teacher being 156. The total enrollment was 41,932, the membership being 80 per cent of this number.

Of the number enrolled, 15,826 were of German parentage, 13,129 of Anglo-American parentage, and 12,977 of various other nationalities. Dr. Zimmermann calls special attention to these figures, showing that 62 per cent of the pupils enrolled in classes in German in the elementary schools were not of German parentage.

The following paragraphs from the Supervisor's report are presented:

"The introduction into the course of supplementary reading matter, which the Board of Education so generously placed at the disposal of the pupils during the past year, has resulted in greater interest evinced by pupils, and in the accomplishment of more satisfactory work by the teachers. Unfortunately, the sets of books—one set for each school—have hardly equaled the demand, and a fervent hope is felt that an adequate supply may be furnished in the near future."

"A decided step in advance was taken last January, when German instruction was introduced into the Normal Practice School. Normal School students who intend to become teachers of German are now enabled to observe the teaching of that language in accordance with approved methods, and to serve a novitiate under proper guidance."

"A further change to be chronicled is in the mode of examining candidates for positions in the German Department. Heretofore, every such candidate was subjected to an examination in several of the English branches, but this examination was not so exacting as that required of English teachers. Now all candidates are required to pass a regular teacher's examination, and must, in addition, stand a rigid test in the German language."

"The number of pupils enrolled in German and French classes in the High Schools showed a decided gain last year, the former having an enrollment of 2,726 pupils, and the latter of 1,632. Spanish, on the contrary, has not held its own, and shows, in fact, a decrease from 78 to 54."

KINDERGARTENS.

The number of kindergartens in operation during the past year was smaller by two than during the year immediately preceding. This decrease was due to a lack of funds. In every other particular there is shown a slight growth over the preceding year.

The statistical statement is as follows:

	1900-1.
Number of kindergartens.....	89
Total enrollment of pupils.....	8,253
Average daily membership.....	4,415.1
" " attendance.....	3,995.9
Per cent of attendance.....	90.5
Promotions.....	2,870.

During the past year we have had 89 kindergartens open in 89 different schools. In each of these school districts only a portion, in some cases only a small portion, of the children of kindergarten age were accommodated on account of lack of room. Each kindergarten has had a long waiting list. When we consider that 147 schools offered no kindergarten privileges, we can see how far short we are of covering the ground contemplated by the addition of the kindergarten to our school system.

It is true, of course, that the good of our kindergartens is not confined to the instruction given to the children in them. Our kindergarten work is influencing the work in our elementary schools greatly, and in an ever-increasing degree. We are recognizing more and more the universal validity and authority of the principles of Froebel in all fields of educational work.

Our kindergartens, however, will inevitably be modified as they come into closer union with our school system. The kindergarten has become in many instances an extremely conservative institution, bent on preserving the symbolism and mysticism of its original exponents. Our kindergartens need Americanizing, and no doubt they will be benefited by contact with the work of our best primary schools. The primary school needs the influence of the kindergarten; the kindergarten needs the influence of the primary school fully as much.

In some of the poorer districts of the city the kindergarten has a distinct value in addition to that usually considered. This value lies in its utility in teaching children of foreign parentage the English language. Experience in this city seems to show that the kindergarten, with its freedom of intercourse between teachers and children, is a much more effective agent than the primary school in teaching the English language. Children come out of our kindergartens, after a single year's experience, able

to speak the language well and get along as well as their neighbors. As we extend the kindergarten privileges in the city, such poorer districts, with their non-English speaking population, should be accommodated first. By means of the kindergarten we shall practically lengthen the instruction of the child in such localities by a full year, as he will then be able to enter the primary school and complete the work with his class; while, without this kindergarten training, or the training in the use of the English language, he is almost invariably compelled to remain two or more years in the first grade. The policy of the Board of Education in giving preference to such localities in establishing new kindergartens is unquestionably the right one.

It is to be hoped that the revenues of the city will soon permit the opening of enough kindergartens to offer their privileges to all children of kindergarten age in the city. The addition of a kindergarten to any elementary school is sure to benefit the school in every grade, both through the lengthening of the school life of the child and through the influence of the kindergarten spirit on the teaching in the grades above.

MANUAL TRAINING AND HOUSEHOLD ARTS.

A summary of the work done in the department of manual training shows that instruction in this subject has been given to an increased number of pupils over last year, and that the work has been established in seventeen additional centers during the school year. The extension has been done at a reduction in cost, the appropriation for 1900-1901 being more than \$4,000 less than for the previous year.

A comparison of the work in the department for the two years is as follows:

	1899-0.	1900-1.
Number of manual training centers.....	54	71
" " teachers.....	34	34
" " pupils enrolled.....	13,902	14,185
Average daily membership.....		14,055
" " attendance.....		13,988
Total cost of maintenance.....	\$42,122.31	\$38,114.49
Cost per pupil on number enrolled.....	3.02	2.69
" " " " average daily membership.....	....	2.71
" " " " attendance.....	....	2.73
Cost of material per pupil.....	.418	.247

Owing to the lack of funds no extension was possible in the department of household arts. A statement of particulars is as follows:

	1900-1.
Number of cooking centers.....	11
" " teachers (cooking and sewing).....	23
" " pupils enrolled (cooking).....	4,081
" " " " (sewing).....	5,271
Total cost of maintenance.....	\$14,864.03
Cost per pupil on number enrolled.....	1.59
" of material per pupil (cooking only).....	.451

The manual training work given to the boys of the seventh and eighth grades has proven its value. This manual training has no necessary connection with the teaching of a trade; it simply cultivates the mind through the hand and eye. While it may prepare for a trade or profession, it deserves a place on our educational programs on account of its general culture value. This sort of training is especially necessary to the training of children in our system who lack the opportunity to train the hand and eye that is afforded the children of the country. This is equally true with regard to instruction of the girls in household arts. I believe that opportunity in both manual training and the household arts should be extended to all the schools. Heretofore we have supplied it only to a part of the seventh and eighth grades.

Our educational scheme must recognize the whole boy and girl, must recognize the active as well as the receptive side of their natures. It must provide work for both hands and head. As Dr. Dewey says, "The simple fact in the case is that in the great majority of human beings the distinctive intellectual interest is not dominant. If we were to conceive our educational end and aim in a less exclusive way, if we were to introduce into educational processes the activities which do appeal to those whose dominant interest is *to do* and *to make*, we should find that the hold of the school upon its members would be more vital, more prolonged."

In giving further reason for adding to our traditional course of academic instruction, Dr. Dewey says, "The school should not be an institution that is arbitrary and traditional, but

"must be related to the growing evolution of society. One of the "social changes most prominent at the present time is the industrial one. It is absurd to expect that a revolution shall not affect education. Correlated with these industrial changes is the introduction of manual training, shop-work, household arts and cooking. The school must not remain apart, isolated from forms of life that are affecting society outside. The impulse to create, to produce, whether in the form of utility or art, must be recognized. This impulse or tendency is just as real and important in the development of the human being as something that appeals simply to our desire to learn, to accumulate information and to get control of the symbols of learning."

It would be hard to give a better statement of the reasons for the extension of manual training and household arts than that given in the quotation above. It is a matter of regret that the financial conditions of the city have prevented the extension of this work both to all the seventh and eighth grades and to all grades below the seventh. The kindergarten is organized on the right lines, as it recognizes both the receptive and the active side of our nature, but much of the work done in the elementary schools has been based upon an appeal to the receptive side of the nature of the child. We have left to a large extent the development of the active side to the playground and the street. In our city life, however, the school must recognize the whole child, and the introduction of the kindergarten, manual training and household arts is a recognition of this fact.

A study of the work of the two departments of manual training and household arts during the past year will show that some very effective work has been done, considering the difficulties in the way.

In the manual training department we have had 71 centers with 34 teachers, while in 1899-1900 we had with the same number of teachers only 54 centers. These 34 teachers taught during the past year 14,185 pupils, or 416 pupils per teacher. The cost of tuition per pupil for manual training has decreased from \$3.02 to \$2.69.

The department of household arts makes an even better showing. With 23 teachers they have taught sewing or cooking

to 14,864 pupils, or 646 pupils per teacher. The cost of tuition per pupil has been \$1.59. The work has been done fully as well as the work in the manual training department. The expense has been less and the value of the work even greater. It is to be hoped that the work of this department can be given a more ample opportunity in the future to show its usefulness.

INSTRUCTION OF THE BLIND.

During the early summer of 1900 the Board of Education decided upon a plan for the instruction of blind children, and in September regular classes were established. A Supervisor and four teachers were employed and three centers in as many schools were opened. The response to the demand for instruction was a total enrollment of 23, who kept up their membership in the schools for the entire year. The expense connected with this special instruction aggregated \$3,839.70, a per capita cost of \$166.95 on the number enrolled.

Three of the pupils were given instruction in grammar grade studies, nineteen in the primary grades and one in kindergarten work. The schools in which instruction was given included the Hartigan on the South Side, the Clarke on the West Side and the Arnold on the North Side.

In endeavoring to supply the blind children of Chicago with an opportunity to secure a common school education without their being compelled to go to a state institution located away from their homes and friends, the Board of Education partially settled the problem which had been before them at different intervals for nearly ten years. The trustees have always been willing to supply this want of local schools for the blind, but the advocates of the measure always presented a plan which included the erection of a special building to which all the children of the city might be taken. The friends of the plan, in 1893, secured the passage by the council of an appropriation of \$50,000 for the purchase of a lot and the erection of a building for a school for the blind. A lot was purchased in the same year, for which \$6,000 was paid, situated in the southwest part of the city, near a state institution for blind adults.

No further progress was made in the matter for several years. The school trustees decided that it would be utterly impracticable to attempt to establish a school in that neighborhood, without at the same time erecting a dormitory in which the children could be housed and fed from Monday morning until Friday night. It was believed that such a plan would not be legal and nothing was done.

The problem was easily solved, however, when a delegation from the National Association for the Education of the Blind appeared before the Board and told the trustees that the welfare of the children would suffer if the dormitory or special school plan were adopted. The plan of treating the blind children in the same way that the deaf children are treated, giving the sightless ones an opportunity to mix as much as possible with the normal children, was advocated. The outcome of the suggestions was the establishment of the three centers in the next school year.

The work of the year has been unusually successful, if we take into consideration the many novel features involved in the new plan. Under the able supervision of Supervisor John B. Curtis astonishing progress has been made by many of the pupils in the centers. It is expected that with additional facilities for manufacturing materials for the use of the blind children in these centers the coming year will show a much greater advance than the past one.

INSTRUCTION OF CRIPPLED CHILDREN.

Chicago, January 10, 1902.

E. G. Cooley, Superintendent of Schools.

My Dear Sir: In accordance with your request I herewith respectfully submit the following brief report of the School for Crippled Children.

The class for crippled and deformed children which was organized in 1899, has become such a necessity to the happiness, to the health and welfare of these little afflicted ones that it seems strange that they had not been provided for long before. The number of children has increased from seven to fifty-three at the present time. There are twelve on the waiting list, and applica-

tions for admission constantly pouring in. Both parents and children are disappointed when we refuse them.

The following is taken from an eastern journal: "During the past year Mrs. Humphrey Ward's School for Crippled Children has been taken under the supervision of the London School Board, and in May the Board expected to open three more with the intention of eventually having a school for cripples in each district. In this school the rooms are on the ground floor and open upon a garden where, in spring, the children, helpless as they are, are taught gardening, and where, in warm weather, all recitations are held." This, of course, is a great advantage and while a great step forward has been taken this year, we are looking forward hopefully to the day when our progressive Board members, who appreciate our needs, will make it possible for us to have a larger and more modernly equipped building for our work so that many of those who now are turned away may be cared for.

Owing to the variety of intellect and ability rigidity of grading in this school is neither desirable nor practicable. The physical disabilities of the children and their backwardness due to various causes necessitates a careful study of each individual and the adaptation of the work to individual needs.

In addition to the regular curriculum required in other schools, instruction is given in sewing, darning, crocheting, fancy needle-work, basket-making and other construction work. Admirable work is done by girls of 10 and 12 years—the boys are given the same training. Great stress is placed on this industrial training which represents such an important factor in the education of these crippled and deformed children. To make these unfortunates self-sustaining, to send them out into the world with a knowledge of industry helps them not only to become independent, but a help to others more fortunate. When neglected this class of children develop into the most pitiful street beggars and it is to be hoped that this industrial training will, in time, make them good and useful members of society.

It is necessary in many instances to give additional nourishment so that the children may have the strength to do the required school work. For this reason a hot luncheon, which has been

prepared at the school, is served at noon and this is much appreciated and the benefit derived from the strengthening food can hardly be estimated. For all this beautiful charity we are indebted to Mrs. James A. Lawrence and Mrs. R. H. McElwee.

This year all the children have been most fortunate in having outings given them. Through the generosity of Mrs. Gen. John C. Black the children spent a most happy day in the country. This was to many the first opportunity of seeing a clear sky, trees, green fields and farm animals. The week spent at Ravinia was a great benefit and the physical condition of the children was much improved, owing to the care that was given them and to their bright sanitary surroundings.

Mr. Fred McNally gave a most generous treat to the school, sending the children to the country and providing a substantial luncheon for all.

To all who have remembered the little sufferers at Christmas time, and who have assisted both financially and by their presence in the care and entertainment of these little unfortunates, we extend our most heartfelt thanks and gratitude.

Mr. and Mrs. Henry E. Weaver, Mrs. Graham H. Harris, Mrs. Gen. John C. Black, Mrs. James A. Lawrence, Mrs. James Watson and Mrs. R. H. McElwee, are always working in the interests of the school, and to them and all others who have given sunshine in the way of fruit, flowers and toys, we are ever most sincerely grateful.

I have the best of aid in my assistant and the attendants, both at the school and on the busses, and it is largely due to their intelligent co-operation that the work has progressed so steadily and thoroughly, and many thanks are due them.

Our school has received the loyal and generous support of Mr. Cooley, our Superintendent; Mr. Lane, our District Superintendent, and the entire Board of Education, for which we extend to them all our grateful thanks, and especially to Mr. Graham H. Harris, the President, do we feel a deep sense of appreciation for his warm interest in the work.

Respectfully submitted,

EMMA S. HASKELL,

Teacher in Charge School for Crippled Children.

JOHN WORTHY SCHOOL.

During the last school year 861 boys were received at the John Worthy School and 674 were released; the average daily membership, 311.7.

In response to the request of the Superintendent of the Bridewell, the Board of Education decided to add a half day to the school work by instituting regular instruction of the boys on Saturday mornings. This decision was reached on the showing of the Superintendent that the boys were compelled to remain idle for two consecutive holidays, Saturday and Sunday, and that during this time they became restive and lost much of the good which had been secured to them by five days' continuous instruction. The plan has been found to work well and the boys themselves are much better satisfied with the new arrangement.

The salaries of the teachers employed in the school were raised ten per cent as compensation for the increased service required of them.

EVENING SCHOOLS.

Thirty-one evening schools were opened during the year and remained in session for varying periods from November 11, 1900, to March 22, 1901. There was a three weeks' vacation during the Christmas holidays. The average number of evenings which the schools were open was 68.

The expenditures for the year for this work aggregated \$58,405.09, a per capita cost of \$12.24, based on the average evening attendance. The total enrollment included 1,996 females and 7,108 males, a total of 9,104. The average evening attendance was 4,771. The total number of teachers employed was 253.

A statement in detail of the work of the evening schools is shown in the appendix.

The greatest need of the evening schools is better teachers. Many of the people employed have been efficient, but it has been hard to secure the peculiar sort of ability that is required for taking the ungraded boys and girls, and men and women, who come to these schools and doing efficient work with them. It is work that requires the very best teachers in the system, and the

practice of giving preference to people who are not regularly employed teachers has not been entirely satisfactory.

It is the testimony of the District Superintendents that it is almost invariably the case that the day school people are much more successful in the evening school work than the teachers who are employed only for this work and whose main interest lies in some other profession. Many of these struggling lawyers and doctors are men of ability and have had some experience in teaching, but in every case their interest lies along a different line, and they can hardly be expected to do as efficient work in our evening schools as the people who have undertaken the work of teaching as a life-long profession.

The course of study in the evening schools should be as nearly as is possible an elective one. Any line of work that can be carried on in a satisfactory manner, and which is demanded by a sufficient number of students in our evening schools, should be given. Work in the manual training, physical culture and household arts should be offered. Some little experimentation along these lines has already been done and the results were uniformly good.

It will be advantageous, as well as economical, to open as many as possible of our evening schools in high school buildings and in elementary school buildings which have assembly halls. In such buildings we can offer not merely the elementary studies, but those that belong to the ordinary high school curriculum. Where there is an auditorium we can add to the usual program of the work of the evening schools one evening a week, perhaps, of supplemental work, such as lectures, etc. Last year the members of the Merchants' Club volunteered their services and gave lectures in the F. J. Jirka School to the students at the evening school and such people of the neighborhood as choose to attend. A great interest was awakened and the people in that locality are extremely desirous of continuing the experiment.

VACATION SCHOOLS AND OTHER SOCIAL MOVEMENTS.

At various times during the year the Board of Education is called upon to give its financial support to enterprises which are educational movements and are allied to the social welfare of the

community. Among the movements referred to are the vacation schools, the establishment of special evening schools, and the institution of social centers in communities where facilities for mutual intercourse among the residents are limited.

The members of the Board of Education and the Superintendent, one and all, are in hearty sympathy with all of these movements. Wherever it is in their power to lend assistance consistently with the purposes for which the schools are supported, and provided the regular work for which the public schools are kept open is not interfered with, they gladly do so. The policy of the Board of Education for several years past has been to give the largest possible use of the school buildings for such movements, and in many sections of the city the opportunity thus afforded has been gladly accepted.

THE PROJECTION CLUB.

A movement to provide valuable aid to teaching by the use of the stereopticon has been started by the organization of the Projection Club, an association of principals having for its object the exchange of lantern slides. The membership of the club, organized two years ago, now includes 51 schools.

The rules of the organization provide that any school may become a member of the club on the payment of \$25. The principal represents the school at the meetings of the club.

The club has in use 75 sets, aggregating 3,000 different slides. The club owns 55 sets purchased from the membership fees, and has the use of 20 sets loaned for the general use of all the schools by members of the club or by railroads and newspapers. The schools using the slides possess either a stereopticon with an electric or gas attachment, or a heliopticon. The slides are kept at the offices of the Board of Education, and are available at all times to the members.

The range of subjects of the slides includes views of the most important physical features and picturesque places of the United States, the new possessions, and many other parts of the world. There are several sets devoted to scenes and portraits of people prominent in American history. Many of the important industries of the country are illustrated, and for the entertain-



JOHN C. DORE SCHOOL.
Harrison St., near Halsted St.

ment and instruction of the primary grades there are slides illustrating the best known fables and stories for young readers. The recitations in geography, history and science are supplemented by the illustrations, and much interest is added to the class work which otherwise could not be secured.

The officers and organizers of the club are G. A. Osinga, Otis School, President; William M. Roberts, Bismarck School, Vice-president; F. L. Morse, Burr School, Secretary.

REVIEW OF THE PAST TEN YEARS.

With the close of the school year 1900-1901, there ended a decade of the growth and administration of the school system since the present limits of the city have been approximately reached. On this account it has been deemed desirable to present a brief review of the growth of the school system. Under this head there have been considered the following subjects: The growth in population and its relation to the number of pupils; the school accommodations furnished and their cost; the growth in the cost of special subjects, together with the number of teachers instructing in these subjects; the growth in the regular teaching force, and the growth of the supervisory force; the number of children of school age, and the number between the ages of 14 and 21 years, in the city, with the number of the same age in the public schools.

SCHOOL POPULATION AND THE CHILDREN IN SCHOOLS.

A comparison of the school population, that is, that part of the population of the city between the ages of 6 and 21 years of age, with the number of children in public and private schools brings out some interesting points.

There is shown, during the ten years under consideration, a steady growth in the school population from 329,796 to 626,516, an increase of 296,720, or 90 per cent. There is an increase in the number of children in private schools from 61,961 to 84,737, being 22,776, or 36 per cent.

The number of children in the schools of the city, in proportion to the school population, has been decreasing since 1892.

In that year over 66 per cent of those under 21 years were in school, while in 1900 only 53 per cent were found in school, a falling off of 13 per cent.

COMPARISON OF SCHOOL POPULATION WITH CHILDREN IN PUBLIC SCHOOLS.

YEAR.	Between 6 and 21 Years of Age.						Between 6 and 14 Yrs.			Between 14 and 21 Yrs.		
	Total in City.*	Total in Public Schools.†	Total in Private Schools.	Per Cent of School Population in Schools.	Per Cent in Public Schools.	Per Cent in Private Schools.	Total in City.	Total in Public Schools.	Per Cent in Public Schools.	Total in City.	Total in Public Schools.	Per Cent in Public Schools.
1892	329,796	157,743	61,961	.66	.48	.19	191,180	140,207	.73	138,616	17,536	.12
1894	403,066	185,358	74,520	.64	.46	.19	228,354	166,516	.73	174,812	18,842	.10
1896	448,597	213,825	81,045	.65	.48	.18	247,706	190,999	.77	203,891	22,826	.11
1898	571,375	236,239	99,680	.59	.41	.17	344,246	206,684	.60	227,129	26,555	.12
1900	626,516	247,894	84,737	.53	.40	.14	347,622	219,811	.63	279,894	26,578	.09

* Biennial school census of children between ages of 6 and 21 years.

† Year ending in June.

SCHOOL ACCOMMODATIONS.

In the first of a series of four tables is shown the effort made by the Board to keep step with the increasing demand for school accommodations. In the ten years there has been an increase in the total enrollment in the schools of 66 per cent, and an increase in the membership of 74 per cent. For a total expenditure of \$8,855,000.51, the Board has erected 103 new buildings.

TABLE I.—EXHIBIT OF NEW BUILDINGS AND NUMBER OF PUPILS.

YEAR.	Total Enrollment.	Increase Over Previous Year.	Percentage of Increase.	Average Daily Membership.	Increase over Previous Year.	Percentage of Increase.	Buildings Owned by City.				
							Total Number Buildings.	New Buildings Erected.	Av. No. Rooms to Building.	Expenditures for New Buildings.	
1891-2.....	157,743	.....	.....	126,593	.....	.....	230	..	11	\$ 688,406.81	
1892-3.....	166,573	8,830	.06	134,078	7,485	.06	251	21	11	945,670.95	
1893-4.....	185,358	18,785	.11	149,607	15,589	.11	269	18	12	1,453,144.96	
1894-5.....	201,380	16,022	.08	165,318	15,651	.11	281	12	13	934,950.86	
1895-6.....	213,825	12,445	.06	177,710	12,392	.07	295	14	13	1,080,206.27	
1896-7.....	225,718	11,893	.05	190,471	12,761	.07	316	21	13	1,003,973.13	
1897-8.....	236,239	10,521	.04	199,621	9,150	.04	318	2	14	471,222.32	
1898-9.....	242,807	6,568	.028	204,731	5,110	.03	322	4	14	915,944.52	
1899-0.....	255,861	13,054	.05	213,729	8,998	.04	329	7	14	533,171.26	
1900-1.....	262,738	6,877	.02	221,511	7,782	.04	333	4	14	828,409.43	
Increase in Ten Years....	.....	104,995	.66	94,918	94,918	.74	103	103	3	\$8,855,000.51*	

*Total for ten years.

In the column in the same table showing the average number of rooms to a building, it will be seen that the Board is gradually increasing the size of the buildings.

In parallel columns in Table No. II may be found a comparison of the total number of rooms, the number of rooms in buildings owned by the city and the number of rented rooms. The number of rented rooms has always been equivalent to 10 to 14 per cent of the total number of rooms, and the rentals paid have varied from \$40,000 to \$80,000 each year. The Board has paid for rentals in ten years the sum of \$634,262.76, exclusive of the cost of repairs and equipment of rented premises. The percentage of rooms added by the city each year has ranged from 1 per cent to 15 per cent of the total number of rooms in use.

TABLE II.—RATIO OF ROOMS TO MEMBERSHIP.

Year.	Average Daily Membership	Percentage of Increase	Rooms in City's Buildings	Rooms in Rented Buildings	Total Rooms Provided	Increase Over Previous Year	Ratio of Increase	Per Cent of Rented Rooms	Increase in Rooms in City's Buildings	Percentage of Increase	Rentals Paid for Rooms and Buildings	Increase Over Previous Year
1891-2	126,563	.....	2,431	201	2,632	.....	.....	.13	.....	.....	\$41,249.99	.....
1892-3	134,072	.05	2,622	233	2,855	223	.08	.13	191	.07	54,140.98	\$12,890.99
1893-4	149,607	.11	3,025	236	3,261	406	.14	.13	403	.15	60,904.99	6,764.01
1894-5	165,318	.11	3,312	271	3,583	322	.09	.13	287	.09	71,294.35	10,389.36
1895-6	177,710	.07	3,584	296	3,880	297	.08	.13	273	.08	77,250.25	5,955.90
1896-7	190,471	.07	3,855	283	4,137	257	.06	.14	271	.07	67,763.84	* 9,486.41
1897-8	199,621	.04	3,980	332	4,312	175	.04	.12	125	.03	62,763.74	5,000.10
1898-9	204,731	.03	4,275	313	4,618	206	.04	.10	295	.07	69,956.59	7,192.85
1899-0	213,729	.04	4,335	363	4,698	180	.03	.12	60	.01	62,874.78	* 7,051.81
1900-1	221,511	.04	4,449	346	4,795	97	.02	.13	114	.02	66,063.25	3,188.47
Increase in 10 Years	94,918	.74	2,018	145	2,163	2163	.82	.....	2,018	.86	\$24,813.26	.....

*Decrease.

In Table No. III the seating accommodations are shown. A comparison of the number of seats furnished with the membership of the schools shows that the Board of Education has always kept pace with the demands made upon it. It may also be noticed that the seating capacity of the classrooms is being reduced, the average number of seats to a room in 1891-1892 being 52, while in 1900 the average number is 48 seats. This is in line with the demand of educational authorities throughout the country.

TABLE III. — SEATING ACCOMMODATIONS.

YEAR.	Buildings Owned by City.					Rented Buildings.			Total Number of Seatings.	Increase Over Previous Year.	Ratio of Rented Seatings.	Unoccupied Sit-tings.	Ratio of Unoccu-pied Sitings to Building.
	Total Seats.	Increase Over Previ-ous Year.	Ratio of In-crease.	Average Seats to Building.	Average Seats to Room.	Total Seats.	Increase Over Previ-ous Year.	Ratio of In-crease.					
1891-2..	132,465	.....	.....	575	52	8,773	.....	.....	141,238	.....	.16	14,645	63
1892-3..	141,968	9,503	.07	565	51	10,862	2,089	.23	152,830	11,592	.14	18,752	74
1893-4..	162,127	20,159	.14	602	50	10,867	5	.00045	172,994	20,164	.15	23,327	86
1894-5..	174,205	12,078	.07	619	47	12,640	1,773	.16	186,845	13,851	.14	21,527	76
1895-6..	188,724	14,519	.08	639	49	13,507	867	.07	202,231	15,386	.14	24,521	83
1896-7..	200,960	12,236	.06	635	48	12,368	1,139*	.09*	213,328	11,097	.17	22,857	72
1897-8..	205,768	4,808	.02	647	46	14,807	2,439	.19	220,575	7,247	.14	20,954	65
1898-9..	212,753	7,985	.04	663	47	15,545	738	.04	229,298	8,723	.14	24,567	70
1899-0..	220,728	6,975	.03	670	47	15,406	139*	.008*	236,134	6,836	.15	22,405	68
1900-1..	225,336	4,608	.02	676	48	14,779	627*	.04*	240,115	3,981	.16	19,604	58

*Decrease.

The problem of unoccupied sittings is here shown. The average number of unoccupied sittings to each building ranged from 58 in 1900-1901 to 86 in 1893-1894. This estimate is inclusive of rented rooms, and is therefore a high average when the buildings owned by the city are considered. A statement concerning each building would be necessary to show the true situation as to unoccupied sittings, for the reason that no allowance could be made, in the table shown, for pupils in half-day divisions in which seats are made to do double duty. The shifting of population accounts largely for the greater number of unoccupied sittings that are to be found in some school buildings than in others, and the prospects are that in some of the schools the sittings will never be filled. In such cases the sittings are transferred to buildings where they are needed. Wherever possible the rooms owned by the city should be filled to their capacity.

RENTED ROOMS AND HALF-DAY DIVISIONS.

A statement of the number of pupils in half-day divisions and in rented rooms is shown in Table No. IV. During the ten years the number of pupils in rented rooms has continued to increase from 8,633 to 14,512.

There was a falling off to 13,700, however, in 1900-1901. The percentage of pupils in rented rooms has varied between .06 and .08 per cent of the total membership. The number in rented rooms is 58 per cent greater than ten years ago.

The percentage of pupils in half-day divisions has varied in the ten years between .07 and 10 per cent of the total membership, the number differing radically each year.

TABLE IV.—PUPILS IN RENTED ROOMS AND HALF-DAY DIVISIONS.

YEAR.	Rented Rooms.						Half-Day Divisions.					
	Average Daily Membership.	Ratio of Increase.	In Rented Rooms—Pupils.	Increase Over Previous Year.	Ratio of Increase.	Ratio In Rented Rooms.	Number of Half-Day Divisions.	Increase.	Pupils in Half-Day Divisions.	Increase Over Previous Year.	Ratio of Pupils in Half-Day Divisions.	Increase.
1891-2.....	126,593	.....	8,633	.....	.....	.06	374	.....	18,069	.....	.14	.....
1892-3.....	134,078	.06	10,531	1,898	.21	.08	290	84*	14,879	3,390*	.10	.18*
1893-4.....	149,667	.11	9,661	870*	.08*	.06	280	10*	14,086	593*	.09	.04*
1894-5.....	165,318	.11	11,674	2,013	.20	.07	380	100	17,545	3,459	.10	.24
1895-6.....	177,710	.07	11,806	132	.01	.07	318	62*	15,036	2,500*	.08	.14*
1896-7.....	190,471	.07	11,122	684*	.06*	.06	270	48*	12,735	2,301*	.07	.15*
1897-8.....	199,621	.04	13,015	1,893	.17	.06	379	109	17,333	4,498	.09	.36
1898-9.....	204,731	.02	13,439	424	.03	.06	378	1*	16,210	1,023*	.08	.06*
1899-0.....	213,729	.04	14,512	1,073	.08	.07	413	35	16,092	118*	.07	.007*
1900-1.....	221,511	.04	13,700	812*	.06*	.06	408	5*	17,357	1,265	.08	.07
Increase in 10 Years	94,918	.74	5,067	5,067	.58	.....	34*	34	712*	712*	.....	.039

*Decrease.

GROWTH OF TEACHING FORCE.

A comparison of the growth of the teaching force with the total membership of the schools shows that the growth of the two has been simultaneous. The total number of teachers, as shown in Table No. 5, has grown from 3,300 to 5,951, an increase of 80 per cent. The increase in the total membership was 74 per cent. This difference in percentage is partially accounted for by the fact that the number of pupils to a teacher and the number of seats in a room have been decreased in the ten years' period. Throughout the ten years the number of teachers has been equal to a little less than .03 per cent of the membership of the schools. There has been a falling off in the annual increase in the number of teachers since 1893-1894.

The percentage of male teachers in the elementary schools has gradually increased from .008 in 1894 to .03 in 1901. The percentage of male teachers in the high schools has varied from .43 to .48 per cent of the teaching force. During the five years of the existence of the normal school the percentage of male teach-

PUBLIC SCHOOLS.

TABLE V.—GROWTH OF TEACHING FORCE.

Year.	Normal School.			High Schools.			Elementary Schools.						Total Teaching Force.						Grand Total.			Increase Over Previous Year.	Ratio of Increase.	Ratio of Member-ship and Teaching Force.
	Teachers.		Principals.	Teachers.		Principals.	Regular Teachers and Principals.		Teachers.		Principals.		Teachers.*		Principals.		Male.	Female.	Total.					
	Male.	Female.		Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Total.*				
1891-2	.....	.....	12	73	94	179	.....	86	168	20	2,878	2,898	.....	3,089	98	86	180	125	2,965	3,120	219	3,079	3,800
1892-3	12	80	98	201	90	176	34	3,055	3,069	188	2,965	3,120	152	86	188	152	3,332	3,332	295	3,270	3,812
1893-4	.....	.....	12	87	102	201	.....	90	102	192	34	3,325	3,359	3,359	102	102	204	153	3,455	3,608	295	3,567	4,322
1894-5	.....	.....	13	100	112	225	.....	98	102	200	54	3,731	3,785	3,824	111	102	213	188	3,925	4,013	356	4,027	5,141
1895-6	8	15	24	114	130	258	.....	101	106	206	79	3,958	4,037	4,100	115	109	224	241	4,207	4,448	356	4,312	5,140
1896-7	1	9	11	128	134	276	.....	108	109	217	81	4,135	4,216	4,324	120	109	231	242	4,083	384	4,530	4,914	5,246
1897-8	1	9	12	143	146	290	.....	106	111	217	98	4,329	4,527	4,655	120	111	231	295	4,762	5,037	405	4,863	5,998
1898-9	1	9	18	164	164	321	.....	110	111	221	116	4,559	4,875	4,846	124	111	235	330	4,970	5,300	451	5,351	6,585
1899-0	1	10	21	145	168	346	.....	112	114	226	127	4,751	4,878	5,062	127	114	241	358	5,207	5,565	485	5,321	6,806
1900-1	1	10	22	159	195	369	.....	112	115	227	140	4,845	4,985	5,177	127	115	242	384	5,315	5,709	521	5,430	6,961
Total	inc rease.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,651	80	.....

* Including special teachers.

† Year of greatest increase.

‡ Year of smallest increase.

ers in the normal school has fallen from .45 to .31 per cent. The number of female principals of elementary schools during the ten years has always been in slight excess of the number of males.

The number of special teachers has increased from year to year, with the exception of the year ending July 1, 1894.

TABLE V.—GROWTH OF TEACHING FORCE (CONTINUED)—
SPECIAL TEACHERS.

YEAR.	Manual Training. [†]			Draw-ing.			Music. [†]			Physical Cult're. [‡]			Hosehold Arts. [†]			Deaf.			Blind.			Crippled Children.			Parental School.			Total Special Teachers.			Increase Over Previous Year.
	Male.	Female.	Total.	Male. [§]	Female. [‡]	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1891-2	1	2	3	1	9	10	4	13	17	25	...	25	...	...	...	...	...	...	...	...	...	...	...	...	30	23	53	...	...	...	...
1892-3	1	2	3	1	10	11	5	12	17	23	...	26	1	...	...	...	...	...	...	...	...	...	...	...	32	23	55	2	...	...	...
1893-4	...	...	...	1	9	10	4	10	14	13	...	13	...	...	...	...	...	...	...	...	...	...	...	...	18	19	37	17*	...	...	...
1894-5	...	...	...	1	10	11	8	10	15	15	...	15	...	...	...	...	...	...	...	...	...	...	...	...	24	20	44	7	...	...	...
1895-6	13	14	27	1	10	11	9	10	19	14	...	14	...	...	...	...	...	...	...	...	...	...	...	...	24	30	54	7	...	...	...
1896-7	17	18	35	1	10	11	9	10	19	14	...	14	...	...	...	...	...	...	...	...	...	...	...	...	53	32	85	7	...	...	...
1897-8	21	22	43	1	11	12	7	10	17	16	...	17	...	...	...	...	...	...	...	...	...	...	...	...	47	37	84	9	...	...	...
1898-9	32	34	66	1	12	13	7	8	15	18	...	19	19	...	...	...	...	...	...	...	...	...	...	...	60	50	110	35	...	...	...
1899-0	33	36	69	1	12	13	5	10	15	17	...	18	23	...	...	...	...	...	...	...	...	...	...	...	42	84	126	7	...	...	...
1900-1	35	1	36	1	12	13	5	12	17	17	...	18	23	...	...	...	...	...	...	...	...	...	...	...	47	91	138	12	...	...	...

* Decrease.

† Elementary Schools.

‡ High and Elementary Schools.

§ Supervisor of Drawing, High Schools.

In the course of ten years the number of district superintendents has increased from 7 to 15. The total number of supervisors employed has ranged from 48 to 70, the number increasing or decreasing from year to year as necessity required and the funds of the Board of Education permitted.

TABLE V.—GROWTH OF TEACHING FORCE (CONTINUED)—
SUPERINTENDENTS AND SUPERVISORS.

YEAR.	superintendent of Schools.	District Superin- tendents.			Modern Lan- guages.			Music.			Draw- ing.			Physical Culture.			Deaf.			Household Arts — Sewing.	Manual Training.	Parental School.	Kindergartens.	Blind.	Total.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.						
1891-2	1	6	2	8	1	1	2	4	13	17	1	9	10	25	25	1	1	1	1	1	1	1	1	65	
1892-3	1	6	2	8	1	1	2	5	12	17	1	10	11	23	23	1	1	1	1	1	1	1	1	67	
1893-4	1	6	2	8	1	1	2	4	10	14	1	9	10	13	13	1	1	1	1	1	1	1	1	48	
1894-5	1	7	2	9	1	1	2	5	10	18	1	10	11	15	15	1	1	1	1	1	1	1	1	57	
1895-6	1	7	2	9	1	1	2	5	10	19	1	10	11	14	14	1	1	1	1	1	1	1	1	57	
1896-7	1	7	1	8	1	1	2	5	10	19	1	10	11	14	14	1	1	1	1	1	1	1	1	57	
1897-8	1	7	1	8	1	1	2	7	10	17	1	11	12	16	1	17	1	1	1	1	1	1	1	59	
1898-9	1	9	1	10	1	1	2	7	8	15	1	12	13	18	1	19	1	1	1	1	1	1	1	62	
1899-0	1	8	2	10	1	1	2	5	10	15	1	12	13	17	1	18	1	1	1	1	1	1	1	60	
1900-1	1	12	3	15	1	1	2	5	12	17	1	12	13	17	1	18	1	1	1	1	1	1	1	70	

SPECIAL DEPARTMENTS.

Probably the most graphic history that could be written of the school system of Chicago in its efforts to keep pace with the pressing demand for a broader basis of education, is found in the two tables, Nos. 6a and 6b, detailing the expenditures of the past ten years for the maintenance of special studies and the number of children taking advantage of them.

Not a subject of special study that has been introduced but has had a varied career of prosperity and adversity as far as expenditures for it are concerned. An increase in income in one year has enabled the Board to branch out in special directions and to comply in part with the continued agitation and demand on the part of the public and the educational specialists for a broader scheme of education. The next year's income often demanded a reduction in expenses and a curtailment of plans. This fact of an unstable income is a serious hindrance to a broadening administration of the school system. The fluctuation of the revenues means that it is almost useless to lay plans for more than one year at a time. It is a system of hand to mouth existence which is disastrous to continuity of methods.

The expenditure for evening schools for the past year was about one-half of the amount paid out for the same schools between 1891 and 1896. The high-water mark was reached in 1894-1895, when \$138,642 was expended. From that time, with each recurring year, the appropriation has been reduced until it reached \$58,405 in 1900-1901.

In 1893-1894 the Board first made a definite and special appropriation for the training of teachers. The work of the training-school was carried on for three years at an annual expenditure of about \$4,000. The acquisition of the Cook County Normal School completely changed the situation. The expenditures for the training of teachers grew from \$4,000 a year to \$67,000 in 1899. For the past two years, however, the annual expenditure for this purpose has been reduced by an amount approximating \$15,000.

With the exception of the year 1896-1897 the expenditures for the high schools have continued to grow from \$282,000 in

REPORT OF THE SUPERINTENDENT.

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TABLE VIA. — TOTAL EXPENDITURES FOR SPECIAL SCHOOLS AND STUDIES.

	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-0	1900-1
Evening Schools.....	\$101,164.80	\$112,306.27	\$135,730.94	*\$133,642.23	\$111,909.20	\$ 67,899.56	\$ 81,674.73	\$ 83,537.78	\$ 63,825.73	*\$ 58,405.00
Teachers' Training.....	.....	.....	.....	.....	*4,477.60	.....	.....	.....	.....	.....
School.....	.....	.....	8,684.32	+3,635.28	+17,941.03	59,371.24	64,167.38	*\$6,003.97	145,473.02	53,935.30
Normal Schools.....	.....	.....	331,104.76	394,455.18	430,325.41	396,530.05	447,576.96	491,968.91	491,025.88	*\$46,076.73
High Schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
English High and Man- ual Training School.....	\$282,202.90	307,564.92	.....	.....	39,346.65	*\$6,801.83	42,957.75	44,316.16	47,168.18	45,383.47
John Wortham (Manual Training at House of Correction).....	36,907.18	37,109.53	+32,468.32	36,509.29	.....	.....	.....	.....	.....	.....
Parental School.....	.....	.....	*783.63	*43,306.92	33,119.43	+13,823.42	16,547.92	16,205.12	19,405.98	21,627.21
German School.....	143,315.87	164,312.43	+101,949.34	119,217.32	134,929.91	137,008.41	156,134.87	*172,063.82	247.45	6,129.03
College Preparatory School.....	.....	.....	.....	.....	.....	.....	.....	.....	153,398.45	170,471.78
Physical Culture.....	22,431.37	*22,945.65	10,213.14	+6,097.53	*7,186.30	.....	11,042.82	13,813.10	19,970.75	11,513.15
Drawing.....	+13,926.85	30,138.81	24,911.13	12,744.05	12,225.71	.....	30,926.96	*\$3,357.96	22,804.23	28,968.77
Music.....	+21,708.70	23,098.95	25,602.08	25,928.95	31,549.68	32,868.49	*34,642.56	32,978.12	21,943.10	27,270.19
Sewing.....	+2,368.47	*4,835.86	+263.25	25,262.60	25,731.96	26,025.70	.....	.....	.....	.....
Manual Training in Grammar Schools.....	+1,668.53	3,828.87	5,277.61	6,079.94	15,941.20	22,219.89	33,901.63	*\$5,015.39	42,122.81	38,114.49
Household Arts.....	.....	.....	.....	.....	.....	.....	.....	+12,789.78	*15,072.01	14,964.08
Kindergarten.....	.....	77,808.20	+13,870.06	19,754.31	28,919.38	45,394.17	62,129.86	81,700.41	90,398.53	*\$6,007.42
Schools for Deaf.....	.....	.....	10,406.41	7,646.00	7,825.18	10,882.07	13,099.90	15,674.06	17,402.56	*18,610.11
Blind.....	.....	.....	58,027.46	.....	.....	.....	.....	.....	.....	3,839.97
Compulsory Education Medical Inspection.....	16,751.86	+11,987.50	12,214.78	14,671.34	15,606.20	15,549.60	15,667.38	15,356.97	16,394.89	*18,211.50
Scientific Pedagogy and Child Study.....	.....	.....	.....	.....	.....	.....	.....	.....	+8,340.71	14,403.37
Libraries.....	.....	.....	*41,806.81	.....	.....	.....	.....	.....	*4,437.96	4,406.81
Text-Books for Indi- gent Pupils.....	17,787.61	31,228.23	.....	35,009.28	23,919.36	24,722.63	33,530.89	36,739.81	+5,688.24	12,845.31
Transportation of Crip- pled Children.....	.....	.....	.....	20,934.13	+18,007.37	23,298.31	38,670.22	*44,907.64	22,069.96	22,707.39
Totals for Year.....	\$663,330.89	\$757,076.22	\$756,343.03	\$881,894.49	\$904,661.57	\$944,441.83	\$1,022,031.22	\$1,224,449.02	\$1,097,034.35	\$1,217,088.37

‡ Expenditure charged to general fund.

§ Purchase of building lot.

* Year of greatest expenditure.

+ Year of least expenditure.

‡ Part of year only.

TABLE VI B.—STATEMENT OF MEMBERSHIP OF SPECIAL SCHOOLS AND STUDIES.*

	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-0	1900-1
Evening Schools†.	5,481	5,085	6,738	6,888	6,254	5,329	4,375	4,325	4,809	4,771
Teachers' Training Class				165	227					
Normal School.....					153	497	368	472	408	636
High Schools.....	3,881	4,097	4,693	5,529	6,389	6,683	7,091	8,363	8,611	9,084
English High and Manual Training	217	263	236	347	355	397	431	467	519	577
John Worthly			56	48				110	186	311
Parental School.....										
German	29,812	33,253	16,953	20,434	25,247	28,344	31,266	31,870	31,531	33,632
College Prepara- tory					174	1,349				
Physical Culture†.	126,593	134,078	149,667	165,318	177,710	190,471	199,621	204,731	213,729	221,511
Drawing	107,410	113,337	113,025	126,136	140,923	157,523	164,087	167,456	184,947	190,400
Music	120,768	124,324	141,503	158,558	171,924	185,539	192,388	193,806	204,618	210,006
Manual Training.									12,622	12,976
Sewing									4,710	5,081
Household Arts (Cooking).....									3,650	3,757
Kindergartens			797	1,173	1,732	2,426	3,046	3,911	4,335	4,244
Deaf.....	73	61	75	69	79	85	128	134	153	172
Crippled Children.										43
Blind.....										23

*School month of June.

†Membership coincident with membership of schools. ‡Average daily attendance.

1891 to \$546,000 in 1900, an increase of 93 per cent. The increase in the membership of the high schools has been from 3,881 to 9,084 in the course of the ten years, an increase of 134 per cent.

The English High and Manual Training School has grown in membership from 215 in 1892 to 577 in 1901. The annual expenditure has increased from \$36,907 to \$45,383.

During the first two of the ten years under discussion instruction in German in the elementary schools was begun in the primary grades. The expenditure for this study in those two years was \$143,315 and \$164,312. In 1893 the study of German in the elementary schools was limited to the children of the grammar grades. In that year the expenditure was reduced to \$101,949. Since that date the annual expense incurred for this study has risen to \$170,471, an increase of \$69,522, or almost 70 per cent. The membership of classes in German in the elementary schools since 1893-1894 has increased from 16,953 to 33,632, an increase of 98 per cent.

The annual expense of the department of physical culture has been cut from \$22,431 in 1892 to \$11,513 in 1901, or little

less than one-half. The yearly expenditure for drawing has been doubled from \$13,926 to \$28,958. In 1899 the year of the highest expenditure was reached and \$33,357 was spent for this subject. The cost of the instruction in music has followed a similar course. In 1892 there was spent \$21,708. The amount expended was increased gradually until it reached \$34,642 in 1898. In 1900 the expenditure was \$21,943, and last year \$27,270.

Manual training has been a part of the course of study and has been supported by the Board of Education for the past ten years. It began with an experiment in the Tilden School, the material and equipment being furnished by R. T. Crane. The number of children now taking manual training is 12,976, the cost for 1901 being \$38,114.49. The expenditure for 1898 reached \$56,015.39. The number of teachers employed has increased from 4 to 31.

The yearly expenditure for compulsory education has ranged between \$11,987 and \$18,211 in 1901, the year of greatest outlay. The John Worthy School cost in 1900-1901, \$21,627, the expense gradually creeping up since 1897. Medical inspection in the two years has cost \$22,743. Scientific pedagogy and child study costs a little less than \$4,500 a year.

The cost of the maintenance of kindergartens has increased from \$13,870 in 1894 to \$98,007 in 1901. The number of children taught in the kindergartens has increased from 1,173 to 4,244 in the same period.

Since 1895 the Board has expended \$190,000 for text-books for indigent pupils in all grades, an average of \$27,000 a year. The purchase of books for libraries in ten years has cost the Board \$263,000; the year of greatest expenditure for this purpose being 1894, when \$41,805 was expended.

The total expenditures for all special subjects show a gradual increase for each year, being \$662,330 in 1892, and \$1,217,038 in 1901.

STATEMENT OF PER CAPITA COST.

There has been a gradual increase in the per capita cost of conducting the school system during the ten years, as shown in Table No. 7. Based on the membership the annual average in-

TABLE VII.—PER CAPITA COST OF SCHOOLS.

YEAR.	For All Pupils.										Special Schools and Studies Based on Membership. *													
	Tuition Only Based On			Incidentals Based On			Total Cost* Based On				Percentage of Expenses.†													
	Enrollment.	Membership.	Attendance.	Enrollment.	Membership.	Attendance.	Enrollment.	Membership.	Attendance.	Tuition.	Incidentals.	Physical Culture.	Music.	Drawing.	Kindergarten.	Manual Training.	Evening Schools.	High Schools.	Normal School.	Deaf Schools.	John Worthy. §	Cooking and Sewing. ¶		
1891-2..	816.20†	230.10†	321.73†	322.85	83.55	83.32	819.05	823.74†	265.52	85	15	80.17	80.179	80.129	.....	.....	18.02	272.71	.....	28.44	.....	.....
1892-3..	16.75	20.85	22.53	2.97	3.69	3.99	19.72	24.54	26.52	.....	.85	.15	.17	.185	.265	.....	.....	22.30	75.57	.....	.....	.....
1893-4..	16.37	20.27	21.77	2.88	3.52	3.63	19.26	23.85	25.60	.....	.86	.15	.06	.11	.220	.....	.....	20.14	70.56	.....	188.75	.....	
1894-5..	17.34	21.09	22.64	2.88	3.52	3.76	20.22	24.61	26.40	.....	.86	.14	.07	.159	.205	.....	.....	20.14	69.27	.....	189.69	.....	
1895-6..	17.81	21.63	23.21	2.87	3.49	3.74	20.68	25.12	26.95	.....	.86	.13	.068	.149	.223	.....	.....	17.99	65.63	.....	196.25	.....	
1896-7..	17.56	21.32	22.69	2.91	3.52	2.70†	20.47	24.74	26.45	.....	.85	.14	.063	.14	.208	.....	.....	12.74	59.32	.....	198.02	.....	
1897-8..	18.44	22.34	23.84	2.84†	3.44†	3.67	21.28	25.78	27.51	.....	.86	.13	.065	.18	.182	.....	.....	19.12	63.11	.....	192.1	.....	
1898-9..	19.46†	23.33†	26.06†	2.89	3.47	3.73	22.35	26.80	28.78	.....	.87	.12	.067	.134	.163	.....	.....	20.49	60.83	.....	141.5	.....	
1899-0..	18.81	22.51	24.06	5.72	6.85	7.33	24.53	29.36	31.41	.....	.76	.23	.046	.102	.106	.....	.....	3.02	11.54	.....	115.32	.....	
1900-1..	19.43	23.06	24.54	6.02†	7.14†	7.60†	25.46†	30.19†	32.14†	.....	.76	.23	.065	.121	.014	.....	.....	2.69	56.52	.....	124.9	.....	
Average Annual	.923	.286	.281	.317	.359	.378	.640	.645	.659	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Annual Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Not including permanent improvements or repairs.

† Year of lowest cost.

‡ Year of greatest cost.

§ On average daily attendance.

¶ On number enrolled.

| Based on average daily membership.

crease has been 64.5 per pupil for all expenditures. The average annual increase for tuition was 28.6 cents per capita and for incidentals 35.9 cents. The relation of the cost of tuition to the entire cost of the schools from 1892 to 1899 rose from 85 to 87 per cent. The past two years show a great falling off in this respect, the percentage being 76 per cent, while the cost of incidentals per capita has very much increased. A court decision ordering that certain items, heretofore charged to the building and permanent improvement fund, should be charged to the educational fund is responsible for this doubling of the cost for incidentals for the last two years. The cost of incidentals is now 23 per cent of the total outlay for educational purposes.

Because of a lack of statistics it is not possible to give a complete statement of the per capita cost of the special studies for the ten years. As many as were obtainable are given. The variation in available funds for each year has so affected the appropriations for special studies that it is not safe to draw conclusions from the figures given. In general, the high-water mark of expenditures for special studies was reached in the school year 1898-1899. There has been a tendency to reduce appropriations for these subjects since that time.

In the appendix may be found a number of tables dealing with the growth of the schools for the past ten years in membership, attendance, promotions, percentage of pupils in each department, average number of pupils to teacher and the ages of pupils.

In concluding this report, it is my desire to express my appreciation of the hearty co-operation and support of the Board of Education during the past school year.

Respectfully submitted,

E. G. COOLEY,
Superintendent of Schools.

APPENDIX



ASSEMBLY HALL—GEORGE DEWEY SCHOOL.
Fifty-fourth St. and Union Ave.

STATISTICS OF ENROLLMENT, ETC., BY SCHOOLS.

The following table shows the enrollment, membership, attendance and promotions in the different schools, together with the per cent. of attendance and the per cent. of promotions for the year ending June, 1901.

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Per Cent. of Attendance.	Promotions.	Per Cent. of Promotions.
Chicago Normal.....	655	636.3	612.4	96.	588	92.4
Austin High.....	374	352.0	334.0	94.9	314	90.
Calumet High.....	309	257.2	243.5	94.7	211	82.
Englewood High.....	1,080	984.1	946.2	96.2	645	65.6
English High and Manual Training.....	642	577.5	558.6	96.7	472	81.7
Hyde Park High.....	1,555	1,421.8	1,336.8	94.	1,068	75.2
Jefferson High.....	314	279.1	278.0	98.7	246	88.1
Lake High.....	285	282.7	255.4	97.2	189	71.9
Lake View High.....	1,132	1,027.3	985.	95.9	732	71.2
Marshall High.....	661	622.5	585.5	94.	456	73.2
Medill High.....	469	426.3	408.5	94.	359	84.2
Northwest Division High.....	867	765.6	727.8	95.	539	70.4
South Chicago High.....	348	333.5	316.9	95.	272	85.
South Division High.....	894	839.7	786.8	94.8	614	73.1
Waller, Robert A., High.....	593	552.4	530.6	95.	450	81.5
West Division High.....	1,032	959.7	919.7	95.8	718	74.8
Adams, John Q.....	1,351	1,079.1	1,023.1	94.8	980	86.
Agassiz.....	1,371	1,197.3	1,148.5	95.9	832	74.5
Alcott.....	1,239	1,085.6	1,028.5	94.7	1,008	92.8
Andersen.....	1,700	1,483.	1,394.9	94.	1,221	82.3
Armour Street.....	1,267	1,061.6	1,035.4	96.	961	90.7
Arnold.....	1,384	1,215.	1,155.6	95.1	771	63.5
Auburn Park.....	354	284.4	260.0	91.4	243	85.4
Audubon.....	1,253	1,110.7	1,047.1	94.3	924	83.2
Austin Grammar.....	308	291.7	277.2	95.	261	89.4
Avondale.....	1,313	1,152.5	1,082.5	93.8	953	82.7
Bancroft.....	1,074	941.	895.2	95.1	844	89.7
Barnard, Alice L.....	705	583.8	540.2	92.5	530	90.8
Bass, Perkins.....	1,704	1,428.6	1,324.3	92.7	965	69.
Beale.....	2,321	1,951.9	1,839.8	94.2	1,569	80.4
Beldler, Jacob.....	878	739.5	688.3	93.	671	90.7
Belle Plaine Avenue.....	714	620.5	582.3	93.9	502	80.9
Bismarck.....	1,228	1,069.	1,008.8	94.4	909	85.
Blaine.....	1,345	1,192.9	1,133.7	95.	974	81.7
Bowen.....	162	127.1	119.4	93.9	135	106.2
Bowmanville.....	313	249.	232.4	93.3	237	95.2
Bradwell, Myra.....	1,221	982.5	910.6	92.7	677	68.9
Brainard.....	823	682.0	644.5	96.8	579	84.9
Brenan, Thomas.....	1,058	790.9	718.0	90.8	701	86.6
Brentano.....	1,422	1,288.9	1,254.3	97.3	1,086	84.3
Brighton.....	1,325	1,073.2	1,009.9	94.1	839	78.1
Brown.....	1,353	1,104.4	1,046.4	94.7	962	90.
Brownell.....	724	623.3	585.9	94.	579	92.9
Bryant.....	1,093	967.0	937.2	95.	789	80.
Buckley.....	382	302.1	269.8	89.2	260	86.
Burley, Augustus H.....	1,258	1,111.3	1,046.5	94.	678	61.
Burnside, Ambrose E.....	853	696.3	667.2	94.3	567	81.2
Burr.....	2,155	1,734.9	1,626.1	93.7	1,416	81.8
Burroughs.....	1,159	939.	873.1	92.9	721	76.8
Calhoun.....	1,321	1,115.5	1,049.4	94.1	802	71.9
Cameron, D. R.....	1,384	1,203.8	1,141.1	94.3	859	71.1
Carpenter.....	1,907	1,707.2	1,620.1	94.9	1,473	86.3
Carter.....	1,088	908.5	837.0	92.1	745	82.
Chalmers, Thomas.....	1,408	1,213.5	1,148.4	94.6	1,136	93.6
Chase.....	1,205	1,019.6	966.9	94.8	885	86.8
Chicago Lawn.....	817	656.0	620.2	94.6	587	89.5
Clarke.....	1,475	1,294.2	1,246.2	96.3	1,140	88.1
Clay, Henry.....	413	335.5	316.6	94.4	371	80.8

SCHOOLS.	Enrollment.	Average Daily Member- ship.	Average Daily Attend- ance.	Per Cent. of Attend- ance.	Promotions.	Per Cent. of Promo- tions.
Colman.....	825	661.3	614.6	92.9	611	92.4
Columbus.....	900	794.0	752.7	94.8	606	76.2
Cooper.....	1,144	965.5	940.7	95.5	737	74.8
Corkery, Daniel J.....	490	417.8	392.8	94.	326	78.
Cornell.....	1,084	939.	874.3	93.	619	65.9
Crerar, John.....	894	727.3	684.6	93.	594	81.7
Cummings.....	316	257.0	232.4	90.4	174	67.7
Curtis, George Wm.....	1,121	964.1	911.6	94.7	741	76.9
Darwin, Charles R.....	1,029	902.9	856.5	94.8	684	75.7
*Dewey, George.....	135	580.6	526.0	93.8	728	64.9
Doolittle, Jas. R., Jr.....	1,484	1,208.0	1,111.6	92.	912	75.5
Dore.....	1,228	869.5	794.3	91.4	539	62.
Douglas.....	1,517	1,265.3	1,181.0	93.3	1,069	84.5
Drake, John B.....	766	640.9	607.3	94.8	474	74.
Drummond.....	1,351	1,114.1	1,039.9	93.3	833	74.8
Earle, Charles Warrington.....	1,003	905.3	827.5	91.5	549	60.6
Eighteenth Street.....	671	581.6	559.5	96.2	422	72.6
Eighty-third Street.....	712	558.5	517.4	92.7	349	62.5
Ellis Avenue.....	412	378.8	352.7	93.1	265	77.9
Emerald Avenue.....	381	324.6	299.8	92.4	235	72.4
Emerson.....	923	746.3	700.	93.7	663	92.9
Emmet, Robert.....	554	451.7	414.5	91.8	384	85.
Ericsson, John.....	1,223	1,046.5	962.2	93.8	819	78.2
Everett.....	1,027	863.0	824.1	95.5	729	84.5
Fallon.....	1,272	965.2	884.2	91.6	784	81.2
Farragut.....	1,298	1,180.5	1,127.7	95.5	832	70.5
Farren.....	1,087	891.2	819.6	92.	789	88.
Fernwood.....	307	266.8	254.4	95.	275	103.1
Field, Eugene.....	916	764.2	712.9	93.3	628	82.2
Forrestville.....	1,471	1,220.4	1,147.3	94.	945	77.4
Foster.....	2,421	2,013.5	1,822.0	90.5	1,541	76.5
Franklin.....	1,339	1,236.6	1,177.8	95.2	1,171	94.7
Froebel.....	1,431	1,233.2	1,187.3	96.3	893	72.4
Fuller, Melville W.....	897	757.7	710.6	93.7	687	90.7
Fulton.....	1,834	1,501.6	1,396.1	92.9	1,143	76.1
Gallistei.....	955	781.8	741.3	94.8	632	80.8
Garfield.....	1,565	1,331.8	1,220.9	91.7	1,076	80.8
Gladstone.....	872	745.0	706.3	94.8	631	84.7
Goethe.....	1,168	1,035.2	990.8	95.7	822	79.4
Goodrich.....	1,372	1,194.4	1,067.5	91.1	1,027	86.
Goudy, W. C.....	959	849.9	801.3	94.3	769	80.5
Graham.....	1,729	1,441.6	1,335.1	92.6	1,280	86.8
Grant.....	876	739.6	701.7	94.9	639	86.4
Greeley, Horace.....	1,145	991.9	943.0	95.1	750	75.6
Greene, Nathanael.....	1,234	1,029.0	956.7	92.9	700	66.
Greenwood Avenue.....	923	754.1	704.1	93.3	701	93.
Gresham.....	831	724.5	675.6	93.3	552	76.2
Hamilton.....	1,067	929.3	887.3	95.5	715	76.9
Hammond.....	1,079	920.7	872.3	94.	820	89.1
Hancock.....	861	711.2	666.6	94.	593	83.4
Harrison.....	1,679	1,418.6	1,328.5	93.6	1,013	71.4
Hartigan.....	665	504.6	462.1	91.6	385	78.3
Harvard.....	431	350.0	318.3	90.8	324	92.6
Haven.....	1,154	887.3	818.3	92.2	730	82.3
Hawthorne.....	1,461	1,292.8	1,227.9	95.	963	74.5
Hayes.....	859	706.3	664.	93.8	595	84.
Headley.....	668	581.7	552.8	95.	520	89.4
Healy.....	1,523	1,300.2	1,234.4	94.9	966	75.8
Hedges.....	692	625.9	591.2	94.5	438	70.
Hendricks.....	1,034	924.5	865.7	90.4	797	86.2
Hoerner.....	153	119.6	107.8	90.1	108	90.3
Holden.....	2,115	1,747.7	1,642.6	93.9	1,210	70.0
Holmes.....	1,926	1,394.0	1,320.0	94.7	932	66.8
Howland, George.....	1,222	1,037.2	975.8	94.	760	73.3
Hoyne, Thomas.....	826	573.4	527.3	91.9	499	85.3
Huron Street.....	707	525.1	481.5	91.7	401	76.4

SCHOOLS.	Enrollment.	Average Daily Member- ship.	Average Daily Attend- ance.	Per Cent. of Attend- ance.	Promotions.	Per Cent. of Promo- tions.
Iowa Street.....	401	360.2	341.5	94.8	143	39.4
Irving.....	338	746.1	703.4	94.3	593	79.5
Irving Park.....	1,674	1,461.	1,377.3	94.3	1,194	81.7
Jackson, Andrew.....	1,187	937.3	866.4	92.4	698	74.5
Jefferson.....	961	773.	727.7	94.1	653	84.5
Jefferson Park.....	517	417.6	385.5	92.3	327	78.3
Jenner, Edward.....	880	727.9	695.	95.4	613	84.2
Jirka, Frank J.....	1,467	1,216.0	1,148.0	94.4	1,110	91.3
Jones.....	1,009	736.	549.4	89.4	418	57.6
Keith.....	867	629.4	569.1	91.	373	59.2
Kenwood.....	525	433.4	406.5	94.3	430	98.2
Kershaw.....	1,650	1,410.9	1,325.6	93.9	1,095	77.6
King.....	914	730.5	712.5	93.7	610	80.2
Kinzie.....	594	398.8	364.8	91.	327	82.
Knickerbocker.....	1,057	910.9	865.5	95.	772	84.8
Komensky.....	994	870.4	836.7	96.1	658	75.6
Kosciusko.....	777	606.2	561.9	92.7	376	62.2
Kozminski, Charles.....	839	774.2	728.7	94.1	668	86.3
La Fayette.....	1,898	1,694.6	1,619.6	95.6	1,548	91.4
Langland.....	864	743.2	708.8	95.	626	84.2
La Salle.....	1,355	1,176.7	1,112.4	94.5	932	79.2
Laurel Avenue.....	425	368.6	347.1	94.	269	72.9
Lawndale.....	626	560.9	529.6	94.4	297	52.9
Lawson, Victor F.....	932	805.2	767.4	94.	641	79.6
Lewis-Champlin.....	1,311	1,118.4	1,042.4	93.	794	71.
Lincoln.....	1,278	1,120.1	1,061.7	94.8	958	85.5
Linne.....	798	699.3	666.7	94.9	580	82.9
Logan.....	1,039	919.2	861.6	94.	729	79.3
Longfellow.....	809	728.9	701.3	96.2	435	60.0
Lowell.....	1,269	1,067.7	999.9	94.5	888	83.9
McAllister.....	1,220	956.6	882.7	92.4	774	81.
McClellan.....	1,411	1,191.7	1,128.8	94.7	1,032	86.6
McCosh.....	1,243	1,023.8	947.8	92.6	848	82.8
McLaren, John.....	1,221	1,017.1	961.	94.5	969	95.2
McPherson.....	1,039	947.1	895.7	93.5	765	80.8
Madison Avenue.....	1,107	883.8	825.7	93.4	797	90.2
Manierre.....	1,030	862.4	812.8	94.2	703	81.5
Mann, Horace.....	868	749.3	705.7	94.2	574	76.6
Marquette.....	1,490	1,262.7	1,185.7	93.9	1,066	84.4
Marsh, J. L.....	407	322.3	297.6	92.3	289	90.
Marshall.....	926	788.8	745.	94.	687	87.1
Medill.....	1,020	791.8	752.0	94.2	489	61.8
Mitchell, Ellen.....	1,776	1,440.2	1,329.7	92.4	1,061	73.7
Montefiore.....	1,350	1,069.1	961.1	91.8	698	65.3
Moos, Bernhard.....	688	586.1	560.5	95.6	493	84.1
Morris.....	1,227	1,084.5	1,036.7	95.6	761	70.1
Moseley.....	1,312	984.7	906.1	92.	731	74.2
Motley.....	1,318	1,150.1	1,068.	94.6	734	63.8
Mulligan.....	1,284	1,096.2	1,039.7	94.8	977	89.1
Nash, Henry H.....	1,178	1,039.2	965.7	96.	850	81.8
Nettelhorst, Louis.....	1,213	1,104.2	1,058.2	95.4	962	86.2
Newberry.....	1,650	1,464.2	1,395.8	95.3	1,114	76.1
Nixon, Wm. Penn.....	1,194	1,024.6	952.7	93.	829	80.9
Normal Practice.....	822	682.8	640.2	93.8	499	73.1
Norwood Park.....	209	180.4	167.9	93.1	170	94.2
O'Toole.....	1,374	1,143.5	1,066.6	93.3	904	79.1
Oakland.....	801	652.6	609.8	93.4	610	93.5
Oak Ridge.....	710	537.2	499.6	93.	423	78.7
Ogden.....	994	811.6	758.8	93.6	717	88.3
Ohio Street.....	423	361.5	334.6	92.5	323	89.
Parkman.....	1,327	1,155.6	1,082.8	93.7	961	83.1
Park Manor.....	562	460.1	431.4	93.7	381	82.8
Parkside.....	703	585.3	541.7	92.5	481	82.2
Peabody.....	1,059	790.0	734.0	92.9	510	64.5
Pickard.....	1,594	1,263.9	1,188.7	94.1	1,178	93.2
Polk Street.....	1,485	1,159.7	1,095.2	94.4	732	63.1

SCHOOLS.	Enrollment.	Average Daily Member- ship.	Average Daily Attend- ance.	Per Cent of Attend- ance.	Promotions.	Per cent of Promo- tions.
Prescott.....	1,156	944.5	874.1	92.5	671	71.
Pulaski.....	1,142	891.0	882.2	94.1	718	80.6
Pullman.....	1,614	1,377.5	1,287.6	93.4	1,147	83.3
Raster, Hermann.....	720	599.5	564.7	94.2	369	61.5
Ravenswood.....	1,309	1,155.1	1,083.8	94.7	1,069	92.5
Ray.....	1,066	851.8	800.5	94.	727	85.3
Raymond.....	1,210	983.1	909.1	92.4	936	95.2
Riverdale.....	161	132.4	124.8	94.5	94	71.
Rogers.....	735	609.3	573.3	94.1	467	76.7
Rose Hill.....	229	190.	171.4	90.2	164	86.3
Ryerson.....	1,245	1,076.1	1,014.0	94.4	942	75.2
Scammon.....	1,089	815.3	752.3	92.3	735	90.1
Scanlan.....	989	785.0	739.3	94.2	597	76.
Schiller.....	1,164	984.4	922.6	93.7	754	76.6
Schley, Winfield Scott.....	1,174	1,002.0	961.	95.9	889	86.7
Schneider, George.....	1,271	1,105.9	1,032.8	93.	790	71.4
Schools for the Deaf.....	181	148.6	144.1	96.9	102	68.
School for Crippled Children.....	52	37.3	35.6	95.	18	49.2
Scott, Walter.....	976	768.2	702.0	92.	522	68.4
Seward.....	1,197	1,029.3	971.0	94.3	781	75.9
Sheldon.....	784	601.8	560.1	93.	491	81.6
Sheridan, Mark.....	1,060	898.8	834.8	92.9	617	69.6
Sheridan, Phil.....	1,332	1,056.1	961.8	91.	828	79.4
Sherman.....	1,542	1,137.5	1,060.4	93.2	728	64.
Sherwood.....	1,383	1,175.4	1,108.4	94.3	1,084	88.
Shields.....	836	682.5	626.3	91.	580	86.
Skinner.....	1,114	1,116.4	1,089.3	93.1	812	69.7
Smyth, Jno. M.....	1,421	1,221.7	1,127.8	92.3	993	81.3
Springer.....	827	651.8	610.9	93.7	516	79.2
Spry, John.....	1,643	1,394.2	1,309.0	93.9	924	66.3
Stony Island Avenue.....	283	238.1	220.5	92.6	210	88.2
Sumner.....	1,330	1,149.2	1,084.4	94.4	1,046	90.9
Swing, David.....	963	806.8	762.1	94.5	583	72.3
Talcott.....	1,587	1,357.8	1,262.2	94.3	1,047	78.3
Taylor.....	726	631.0	602.4	95.5	500	80.
Tennyson.....	1,038	858.6	802.3	93.	588	68.5
Thomas, George H.....	753	654.8	611.3	93.3	486	74.2
Thorp, J. N.....	1,196	905.5	818.5	90.4	816	90.1
Throop.....	1,092	945.5	895.5	94.7	679	71.8
Tilden.....	1,012	774.3	712.2	92.	605	78.1
Tilton.....	864	739.6	710.2	96.	638	86.3
Trumbull, Lyman.....	903	761.2	717.6	94.	567	74.5
Van Vliasingen.....	1,210	1,047.7	971.4	92.7	950	90.7
Von Humboldt.....	1,927	1,738.5	1,655.4	95.3	1,664	96.8
Wabansia Avenue.....	534	479.1	458.1	95.6	329	68.7
Walsh.....	1,538	1,292.5	1,223.7	94.7	916	70.8
Ward.....	1,184	1,007.3	934.4	92.4	684	67.9
Washburne.....	1,858	1,549.9	1,376.3	88.8	1,182	76.3
Washington.....	1,325	1,078.8	1,009.9	93.6	865	80.2
Webster.....	946	792.6	735.9	92.	592	74.7
Wells.....	1,680	1,454.2	1,378.8	94.8	1,167	80.2
Wentworth, D. S.....	1,661	1,403.	1,295.7	92.3	1,190	84.8
West Pullman.....	959	770.8	722.6	93.8	641	85.2
Whittier.....	1,117	908.3	876.0	96.5	910	100.2
Wicker Park.....	1,317	1,162.4	1,107.0	95.2	908	78.1
Willard, Frances E.....	997	858.3	801.6	93.4	754	87.8
Woodlawn.....	1,600	1,297.9	1,206.4	92.9	1,200	92.5
Worthy, John.....	787	311.8	311.8	100.	338	106.4
Yale.....	932	790.8	738.9	93.4	701	86.6
Yates, Richard.....	1,275	1,150.5	1,098.3	95.5	916	79.6
Totals.....	262,738	221,511.6	208,081.7	93.9	176,774	79.8

*Opened Jan. 28, 1901.

HIGH SCHOOLS. ENROLLMENT, ETC., DURING THE YEAR 1900-1901.

HIGH SCHOOLS.	ENROLLMENT.										AGE AT DATE OF FIRST ENROLLMENT DURING THE YEAR.													
	NINTH GRADE.		TENTH GRADE.		ELEVENTH GRADE.		TWELFTH GRADE.		TOTAL.		Under 13 Years.	Between 13 and 14 Years.	Between 14 and 15 Years.	Between 15 and 16 Years.	Between 16 and 17 Years.	Between 17 and 18 Years.	Between 18 and 19 Years.	Over 19 Years.	Total.					
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.	Males.										Females.	Total.			
Austin.....	64	87	151	40	64	104	25	47	72	12	35	47	141	233	374	1	16	78	90	87	58	29	15	374
Calumet.....	58	65	123	26	50	76	20	41	61	15	31	46	120	189	309	1	27	58	64	80	38	23	18	309
Englewood.....	137	235	372	122	283	405	57	138	195	33	75	108	349	731	1,080	6	55	178	200	250	189	91	51	1,080
English High and Manual Training	324	.....	324	190	.....	190	128	.....	128	.....	642	.....	642	.....	642	1	45	130	185	147	82	38	14	642
Hyde Park.....	196	346	542	142	283	425	84	242	326	64	198	262	496	1,060	1,555	9	80	209	363	397	260	154	83	1,555
Jefferson.....	39	81	120	33	65	98	21	40	61	12	23	35	105	209	314	2	13	92	96	63	32	10	4	314
Lake View.....	34	83	127	20	61	71	19	38	57	5	35	40	76	217	295	4	24	58	64	66	38	25	16	295
Marshall.....	171	349	520	78	184	272	55	155	210	29	101	130	333	799	1,132	8	69	200	282	287	160	94	32	1,132
Medill.....	79	251	330	18	92	110	28	92	120	24	77	101	149	512	661	1	53	116	178	142	101	53	17	661
Northwest Div'n.....	79	119	196	50	75	125	29	49	78	29	39	68	137	233	469	11	35	110	114	96	56	31	16	469
South Chicago.....	137	285	422	64	151	215	41	101	142	21	67	88	203	604	867	9	76	199	209	174	127	52	21	867
South Division.....	65	93	158	25	53	78	12	34	46	14	52	66	116	232	348	2	22	47	99	75	46	50	7	348
South Division.....	151	271	422	62	147	209	44	93	137	25	101	126	232	612	894	7	67	171	209	214	123	76	27	894
Waller, Robert A.....	91	166	257	51	110	161	32	67	99	20	56	76	194	369	568	3	42	112	138	127	82	60	26	568
West Division.....	140	280	420	58	199	257	29	156	185	36	134	170	203	769	1,032	14	75	176	248	244	161	76	38	1,032
Totals.....	1,765	2,721	4,486	979	1,817	2,796	624	1,293	1,917	339	1,024	1,363	3,708	6,867	10,565	83	699	1,994	2,601	2,449	1,553	863	384	10,565

* Post Graduates.

HIGH SCHOOLS.

ATTENDANCE, PROMOTIONS, ETC., DURING THE SCHOOL YEAR 1900-1901.

HIGH SCHOOLS.	AVERAGE DAILY MEMBERSHIP.					PER CENT. OF ATTENDANCE.					PROMOTIONS BY GRADES.				
	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Graduates.	Total.
Austin.....	135.5	92.4	70.8	53.4	352.0	130.0	87.3	66.5	51.2	334.0	96.3	94.5	93.9	96.0	314
Calumet.....	84.3	77.9	51.3	41.3	257.9	79.9	73.6	48.6	36.2	234.5	94.8	94.5	94.7	96.0	211
English High and Manual Training.	305.8	339.1	173.2	105.8	924.1	350.9	324.6	167.7	103.0	946.3	96.0	95.7	95.8	97.3	645
Hyde Park.....	223.6	174.2	120.6	83.6	577.5	274.1	167.1	117.4	81.6	558.6	97.0	95.9	97.3	96.7	473
Jefferson.....	540.9	393.0	280.2	233.6	1421.8	511.8	345.3	261.3	218.6	1336.8	94.6	94.0	93.3	94.0	1099
Lake.....	104.6	87.9	54.7	32.0	279.1	103.7	87.0	53.5	31.8	276.0	99.1	99.0	97.8	99.4	346
Lake View.....	456.1	259.0	189.9	123.3	1027.3	437.1	248.9	181.1	118.0	965.0	96.8	97.4	97.3	97.4	189
Marshall.....	307.9	113.1	106.0	93.5	622.5	287.9	107.1	101.9	86.6	585.5	96.5	96.0	95.4	96.5	733
Medill.....	172.9	114.7	74.0	64.7	426.3	164.6	109.4	70.6	61.8	405.5	96.3	96.4	95.4	96.5	453
Northwest Division.	349.4	198.2	130.6	87.4	755.6	330.8	188.5	124.8	83.7	727.8	94.7	93.1	93.6	94.8	859
South Chicago.....	131.1	93.8	43.9	64.8	333.5	126.4	88.1	41.2	63.2	316.9	95.8	93.9	93.8	96.0	373
South Division.....	374.9	210.3	131.3	123.2	859.7	354.7	198.7	134.6	117.8	795.8	94.6	94.5	94.9	96.0	614
Waller, Robert A.....	248.1	148.5	88.2	72.7	552.4	238.7	136.9	84.8	70.3	530.6	96.3	95.4	96.1	96.0	450
West Division.....	373.9	261.2	174.1	156.7	969.7	359.0	239.5	168.3	153.0	919.7	96.0	96.3	96.2	96.8	718
Totals.....	4032.1	2592.2	1742.7	1269.1	9661.4	3848.4	2469.0	1691.9	1266.8	9218.3	95.4	96.3	96.4	96.8	7995

* Post Graduates.

TABLE SHOWING PERCENTAGE OF PUPILS ENTERING FIRST GRADE WHO FINISHED HIGH SCHOOL COURSE.

GRADE.	1899-0	1900-1	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-0	1900-1
1st.....	25,788	26,609	26,684	29,480	33,538	36,734	37,032	38,943	41,950	43,828	44,810	47,410
2d.....		23,197 89.9%	24,606 92.3%	25,442 88.7%	26,985 91.5%	29,198 87.1%	32,365 88.1%	32,948 89%	32,776 84.2%	33,248 80%	34,874 79.5%	36,014 80.3%
3d.....			20,706 80.3%	22,769 85.4%	24,088 84%	25,504 86.5%	27,285 81.4%	29,623 80.6%	30,113 81.3%	30,069 77.2%	29,863 71.2%	31,099 70.9%
4th.....				16,938 65.7%	20,294 76.9%	24,460 74.5%	22,861 77.5%	24,656 73.5%	25,765 70.2%	25,749 69.5%	25,785 63.6%	26,033 62.1%
5th.....					15,727 61%	18,855 70.7%	20,411 71.2%	22,121 75%	23,424 70%	23,973 64.4%	23,866 64.4%	24,013 61.6%
6th.....						12,484 48.4%	13,880 52%	15,606 54.4%	16,796 57%	17,586 52.1%	18,236 49.6%	18,359 49.5%
7th.....						8,340	9,573 37.1%	10,846 40.7%	11,692 43.8%	12,423 42.1%	13,089 39%	13,698 37.2%
8th.....							6,786	7,423 28.8%	8,280 31%	8,678 32.5%	9,271 31.4%	9,987 29.7%
9th High School...									3,852 15%	2,806 10.5%	3,881 14.5%	4,032 13.6%
10th High School...										2,347 9%	2,456 9.2%	2,592 9.7%
11th High School...											1,615 6.2%	1,743 6.5%
12th High School...												1,294 5%

STATEMENT SHOWING VARIOUS ITEMS OF

SCHOOLS.	Number of Even-ings in Session.	DATE OF OPENING OF SCHOOLS.	DATE OF CLOSING OF SCHOOLS.	TEACHERS.		Total Enrollment.		
				Total Number Employed.	Total Number of Evenings In-struction.	Male.	Female.	Total.
Englewood High..	57	Nov. 11, 1900	Feb. 22, 1901	8	424	105	71	176
North Div. High..	77	Nov. 11, 1900	Mar. 22, 1901	7	539	165	67	232
N. W. Div. High..	77	Nov. 11, 1900	Mar. 22, 1901	13	1,026	287	117	404
Pullman High....	77	Nov. 11, 1900	Mar. 22, 1901	7	446	100	24	124
S. Chicago High....	77	Nov. 11, 1900	Mar. 22, 1901	6	478	135	37	173
South Div. High....	77	Nov. 11, 1900	Mar. 22, 1901	8	580	155	76	231
West Div. High....	77	Nov. 11, 1900	Mar. 22, 1901	10	669	180	80	260
Agassiz.....	63	Nov. 11, 1900	Mar. 4, 1901	8	490	443	82	525
Bowen.....	77	Nov. 11, 1900	Mar. 22, 1901	4	240	113	44	157
Brighton.....	20	Nov. 11, 1900	Jan. 11, 1901	6	113	199	21	220
Burr.....	77	Nov. 11, 1900	Mar. 22, 1901	9	946	317	254	571
Frank Jirka.....	77	Nov. 11, 1900	Mar. 22, 1901	12	942	451	157	608
Froebel.....	77	Nov. 11, 1900	Mar. 22, 1901	13	909	371	3	374
Garfield.....	77	Nov. 11, 1900	Mar. 22, 1901	35	2,225	695	209	904
Hammond.....	77	Nov. 11, 1900	Mar. 22, 1901	11	790	344	63	407
Harrison.....	62	Nov. 11, 1900	Mar. 1, 1901	6	387	163	22	185
Haven.....	77	Nov. 11, 1900	Mar. 22, 1901	7	550	246	47	293
Hendricks.....	53	Nov. 11, 1900	Feb. 15, 1901	7	351	152	29	181
Holden.....	53	Nov. 11, 1900	Feb. 15, 1901	7	328	126	21	147
Lyman Trumbull..	77	Nov. 11, 1900	Mar. 22, 1901	10	750	264	116	410
Newsboys' Home..	77	Nov. 11, 1900	Mar. 22, 1901	1	80	45	.....	45
N. W. Div. Gram'ar	77	Nov. 11, 1900	Mar. 22, 1901	4	199	117	26	143
Perkins Boss.....	47	Nov. 11, 1900	Feb. 14, 1901	5	246	101	40	141
Pullman.....	77	Nov. 11, 1900	Mar. 22, 1901	5	343	176	36	212
Raymond.....	77	Nov. 11, 1900	Mar. 22, 1901	6	480	167	80	247
Scammon.....	77	Nov. 11, 1900	Mar. 22, 1901	8	602	317	40	357
Seward.....	55	Nov. 11, 1900	Feb. 19, 1901	7	372	254	34	288
Sherwood.....	61	Nov. 11, 1900	Mar. 1, 1901	7	395	180	37	217
Walters' Afterno'n	30	Nov. 11, 1900	Dec. 14, 1900	3	45	118	15	133
Wells.....	77	Nov. 11, 1900	Mar. 22, 1901	15	1,159	488	113	601
W. Div. Grammar.	77	Nov. 11, 1900	Mar. 22, 1901	4	194	104	35	139
	2,118			253	17,396	4,710	1,996	9,104

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ATTENDANCE AT EACH OF THE EVENING SCHOOLS.

PUPILS.											
Total Number of Evenings Attendance.			Average Attendance per Evening for Entire Session.			Average Number of Evenings Attendance for Each Pupil Enrolled.			Certificates Issued.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
3,844	2,194	6,038	67.4	38.5	105.9	36.6	30.9	34.3	.....	.....	.....
7,362	2,853	10,215	99.9	37.0	136.9	44.6	42.5	44.0	.....	.....	.....
11,321	4,518	15,839	147.0	58.6	205.6	39.4	38.6	39.2	57	24	81
4,655	1,054	5,710	60.4	13.6	74.0	46.5	43.9	46.0	31	5	36
6,347	1,964	8,311	82.4	26.5	107.9	47.0	53.0	48.3	60	19	79
6,034	3,307	9,241	78.3	41.6	119.9	38.9	42.1	40.0	25	19	44
7,864	4,114	11,978	102.1	53.1	155.2	43.6	51.4	46.0	56	32	88
7,644	1,470	9,114	121.3	23.3	144.6	17.2	17.9	17.3	.....	.....	.....
5,079	1,584	6,663	65.9	20.5	86.4	44.9	36.0	42.4	29	12	41
1,292	206	1,498	64.6	10.3	74.9	6.4	9.8	6.8	.....	.....	.....
13,432	6,800	20,232	174.4	88.3	262.7	42.3	26.7	35.3	74	34	108
15,101	5,475	20,576	196.1	71.1	267.2	33.4	34.8	33.8	123	49	172
15,435	1,089	16,524	200.4	14.1	214.5	41.6	36.3	44.1	51	.....	51
28,645	8,124	36,770	368.0	105.5	373.5	41.2	38.8	40.6	85	27	112
15,767	1,886	17,753	204.6	25.7	230.3	45.8	31.5	43.6	27	3	30
6,401	730	7,131	103.2	11.7	114.9	37.0	33.1	38.5	39	6	45
9,942	1,895	11,837	129.1	24.6	153.7	40.4	40.3	40.4	71	11	82
4,603	1,037	5,640	86.8	19.5	106.3	30.3	35.7	31.1	39	11	50
4,535	602	5,137	85.5	11.3	96.8	35.9	28.6	34.9	34	2	36
15,839	4,013	19,852	205.7	52.1	257.8	53.8	34.5	48.4	.....	.....	.....
1,725	.....	1,725	22.4	.....	22.4	38.3	.....	38.3	5	.....	5
4,091	923	5,014	53.1	11.9	65.0	34.9	35.5	35.0	13	3	16
2,544	956	3,500	54.1	20.3	74.4	25.1	23.9	24.8	27	21	48
6,914	1,403	8,317	89.8	18.2	108.0	37.0	38.9	39.2	27	10	37
6,892	2,825	9,717	89.5	36.7	126.2	41.2	35.3	39.3	50	24	74
11,757	1,543	13,300	152.7	20.0	172.7	37.0	38.5	37.2	61	15	76
5,573	470	6,046	101.2	8.5	109.7	21.9	13.8	20.9	40	7	47
5,035	1,595	6,631	82.5	26.1	108.6	27.9	43.1	30.5	.....	.....	.....
328	61	389	109.3	20.0	129.3	27.9	40.6	29.2	.....	.....	.....
24,567	5,587	30,154	319.0	72.4	391.4	50.3	49.4	50.1	201	54	255
4,563	1,190	5,753	59.3	15.4	74.7	43.8	34.0	41.3	41	7	48
265,138	71,468	336,606	3,776.0	995.4	4,771.4	373.0	358.0	369.0	1,266	895	1,661

AMOUNT EXPENDED FOR MAINTENANCE OF EVENING SCHOOLS.

FOR TEACHERS.	FOR JANITORS AND ENGINEERS.	FOR FUEL, LIGHT AND INCIDENTALS.	Total Expenditure.	COST PER PUPIL.	
				On Total Enrollment.	On Average Attendance.
\$48,166.25	\$4,150.90	\$6,087.94	\$58,405.09	\$6.41	\$12.24

AGE OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	UNDER 15 YEARS.			BETWEEN 15 AND 18 YEARS.			BETWEEN 18 AND 21 YEARS.			BETWEEN 21 AND 25 YEARS.			BETWEEN 25 AND 30 YEARS.			OVER 30 YEARS.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Englewood High.....	4	1	5	44	18	62	29	18	47	33	23	56	11	4	15	7	7	14
North Division High.....	15	3	18	63	32	95	31	22	53	33	30	63	20	3	23	6	4	10
Northwest Division High.....	22	0	22	142	48	190	77	32	109	48	17	65	7	6	13	8	5	13
Pullman High.....	7	1	8	57	19	76	22	3	25	7	1	8	9	5	14	3	3	6
South Chicago High.....	21	7	28	76	31	107	21	10	31	14	3	17	7	3	10	7	3	10
South Division High.....	16	8	24	47	18	65	47	18	65	46	22	68	12	9	21	7	1	8
West Division High.....	12	2	14	86	40	126	48	16	64	33	14	47	10	4	14	3	4	7
Agassiz.....	70	5	75	200	30	230	75	19	94	67	10	77	29	9	38	12	9	21
Bowen.....	54	23	77	20	15	35	10	4	14	17	...	11	9	2	11	3	4	7
Brighton.....	...	...	...	148	21	169	41	...	41	6	...	6	...	...	...	4	...	4
Burr.....	64	43	107	134	136	270	58	55	113	32	12	44	26	6	32	15	2	17
Frank J. Jirka.....	129	67	196	112	34	146	58	15	73	67	50	117	57	15	72	45	9	54
Froebel.....	118	8	126	119	10	129	45	8	53	41	1	42	45	4	49	9	...	9
Garfield.....	101	54	155	192	81	273	153	39	192	143	23	166	77	12	89	62	...	52
Hammond.....	...	...	...	245	31	276	52	24	76	36	3	39	13	5	44	3	1	4
Harrison.....	43	5	48	52	8	60	33	2	35	30	3	33	15	3	38	3	1	4
Haven.....	37	8	45	65	14	79	61	7	68	44	4	48	32	7	55	1	7	18
Hendricks.....	59	12	71	57	6	63	10	3	13	15	3	18	9	2	21	5	3	8
Holden.....	17	5	22	58	11	69	15	4	19	18	1	19	11	6	17	6	...	6
Lyman Trumbull.....	18	4	22	57	21	78	25	14	39	41	14	55	21	28	49	46	35	81
Newsboys' Home.....	16	...	16	16	...	16	...	...	...	...	...	...	...	...	...	...	...	...
Northwest Division Grammar.....	29	4	33	22	48	70	18	6	24	20	5	25	10	2	12	8	2	10
Perkins Bass.....	18	6	24	47	20	67	30	9	39	12	2	14	4	6	10	6	3	9
Pullman.....	18	11	29	71	19	90	30	2	32	37	17	54	7	17	21	5	2	7
Raymond.....	27	8	35	67	14	81	20	11	31	47	20	67	26	13	39	13	6	19
Scammon.....	41	5	46	82	17	99	70	6	76	63	35	98	35	4	39	28	6	34
Seward.....	89	18	107	70	14	84	39	...	39	40	1	41	21	1	42	5	...	5
Sherwood.....	19	4	23	40	11	51	46	9	55	60	10	70	21	2	23	10	1	11
Afternoon Walters.....	...	...	...	...	...	...	5	...	5	8	...	8	10	...	10	30	...	30
Wells.....	92	34	126	156	35	191	191	23	115	78	53	131	53	3	56	30	5	35
West Division Grammar.....	33	12	45	41	15	56	17	3	20	13	2	15	2	1	3	3	2	5
	1,186	397	1,583	2,614	762	3,376	1,266	383	1,648	919	280	1,199	580	145	735	370	133	493

DURATION OF ATTENDANCE OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	FOR 16 WEEKS OR OVER.		FOR 12 WEEKS AND LESS THAN 16 WEEKS.		FOR 8 WEEKS AND LESS THAN 12 WEEKS.		FOR 4 WEEKS AND LESS THAN 8 WEEKS.		LESS THAN 4 WEEKS.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.
Englewood High.....	21	6	27	7	5	12	31	34	65	96
North Division High.....	19	14	33	54	22	76	31	11	42	42
Northwest Division High.....	10	3	13	74	24	98	31	22	53	57
Pullman High.....	12	2	14	34	13	47	30	6	36	36
South Chicago High.....	14	11	25	37	18	55	39	4	43	43
South Division High.....	26	17	43	32	23	55	44	13	57	57
West Division High.....	.....	.....	.....	33	30	63	44	16	60	60
Agassiz.....	.....	.....	.....	32	13	45	57	15	72	72
Bowen.....	.....	.....	.....	38	9	47	34	18	52	52
Brighton.....	32	20	52	72	31	103	76	23	99	99
Burt.....	38	18	56	96	36	132	81	28	109	109
Frank Jirka.....	.....	.....	.....	97	3	100	113	4	117	117
Froebel.....	29	7	36	61	44	105	103	7	110	110
Gartfeld.....	27	3	30	183	31	214	126	10	136	136
Hannond.....	.....	.....	.....	16	2	18	43	9	52	52
Harrison.....	36	9	45	49	5	54	48	10	58	58
Haven.....	.....	.....	.....	16	2	18	43	9	52	52
Hendricks.....	.....	.....	.....	46	15	61	52	5	57	57
Holten.....	.....	.....	.....	64	7	71	64	7	71	71
Holden Trumbull.....	35	17	52	89	25	114	69	31	100	100
Newsboys Home.....	.....	.....	.....	8	.....	8	13	.....	13	13
Northwest Division Grammar.....	5	.....	5	15	5	20	31	7	38	38
Parkville.....	.....	.....	.....	43	12	55	30	8	38	38
Pullman.....	11	8	19	34	12	46	33	9	42	42
Raymond.....	23	8	31	34	12	46	33	9	42	42
Scammon.....	27	6	33	34	5	39	32	10	42	42
Seward.....	.....	.....	.....	141	19	160	80	11	91	91
Sherwood.....	.....	.....	.....	7	3	10	29	8	37	37
Walters' Afternoon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Division Grammar.....	108	22	130	123	41	164	92	15	107	107
.....	10	4	14	23	3	26	28	11	39	39
Total	484	168	652	1,943	411	2,354	1,088	450	1,538	1,538

NATIVITY OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	AMERICAN.			GERMAN.			SCANDINAVIAN.			BOHEMIAN.			ALL OTHER NATIONALITIES.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Englewood High.....	88	57	145	26	5	7	2	1	3	..	..	..	13	7	20
North Division High.....	106	55	163	28	5	31	24	3	27	2	..	..	5	4	9
Northwest Division High.....	210	92	302	29	12	41	27	7	34	1	2	3	20	4	24
Pullman High.....	73	20	93	6	1	7	4	2	6	..	..	..	17	1	18
South Chicago High.....	113	35	148	6	2	11	..	..	..	..	..	..	..	..	..
South Division High.....	123	67	190	7	3	10	10	1	11	..	..	..	11	..	11
West Division High.....	136	61	197	16	2	18	7	1	8	3	1	4	15	4	19
Agassiz.....	284	27	311	58	25	83	59	20	79	..	..	..	42	10	52
Haven.....	79	36	115	4	0	4	17	3	20	..	..	..	13	5	18
Brighton.....	189	19	208	8	2	10	..	..	..	..	..	..	..	..	..
Burr.....	121	64	185	33	56	91	4	5	9	..	..	..	169	127	296
Frank Jirka.....	173	65	238	21	7	28	..	2	2	192	69	261	66	14	79
Froebel.....	172	4	176	36	9	45	35	3	38	18	10	28	111	6	116
Garfield.....	96	27	123	36	18	54	..	..	..	17	3	20	646	161	707
Hammond.....	3	1	4	14	8	22	24	2	26	270	88	308	45	16	61
Harrison.....	90	12	102	7	4	11	..	..	..	1	2	3	..	2	53
Haven.....	83	38	121	12	4	16	3	2	5	4	..	..	143	5	148
Hendricks.....	100	22	122	17	5	22	11	..	11	..	..	..	20	2	22
Holten.....	68	11	79	11	4	15	..	..	..	..	..	..	47	6	53
Lyman Trumbull.....	74	25	99	54	18	72	94	27	121	8	7	15	64	39	103
Newsboys' Home.....	45	..	45	..	..	..	..	..	..	..	..	..	..	..	..
Northwest Division Grammar.....	56	7	63	19	3	22	34	13	47	2	..	..	6	3	9
Perkins Bass.....	63	98	161	10	3	13	11	4	15	..	..	..	17	4	21
Pullman.....	80	20	100	20	22	42	29	7	36	..	1	1	47	6	53
Raymond.....	116	39	155	15	12	27	10	22	32	1	1	2	25	6	31
Scammon.....	107	24	131	19	3	22	6	1	7	..	..	..	185	12	197
Seward.....	141	18	159	21	3	23	..	..	..	3	2	5	59	7	66
Sherwood.....	94	16	110	11	3	14	63	18	81	..	..	..	2	..	2
Walters' Afternoon.....	45	..	45	..	..	..	..	..	..	..	..	..	..	..	..
Wells.....	132	37	169	87	21	108	40	17	57	38	6	44	171	32	203
West Division Grammar.....	87	17	104	9	2	11	1	2	3	1	..	..	6	4	10
Total.....	3,369	954	4,323	612	248	860	524	161	685	561	145	706	1,900	501	2,401

Statement for Ten Years of Average Daily Membership:

AVERAGE DAILY MEMBERSHIP BY GRADES.	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-1900	1900-1
Kindergartens.....	.....	.....	.....	.....	.....	.....	.....	.....	4,189.7	4,415.1
First Grade.....	28,684.2	29,479.6	33,538.2	36,734.0	37,032.0	38,943.4	41,950.3	43,827.7	44,810.2	47,408.5
Second Grade.....	24,605.7	25,442.4	26,985.1	29,197.8	32,364.7	32,948.0	22,776.4	33,248.4	34,874.4	36,014.3
Third Grade.....	20,705.5	22,769.0	24,087.8	25,504.5	27,284.6	29,623.2	30,110.0	30,088.7	29,863.2	31,099.1
Fourth Grade.....	15,882.2	16,938.0	20,293.5	21,460.6	22,860.7	24,655.6	25,767.3	25,749.3	25,784.5	26,083.4
Total for first four grades.....	89,877.6	94,629.0	104,904.6	112,806.9	119,542.0	126,170.2	130,607.0	132,914.1	135,332.3	140,556.3
Fifth Grade.....	12,920.9	13,825.9	15,727.0	18,855.4	20,410.0	22,120.6	23,424.1	23,693.4	23,866.4	24,013.3
Sixth Grade.....	9,130.4	9,700.8	11,235.3	12,484.9	13,879.9	15,605.9	16,796.1	17,586.4	18,236.3	18,359.1
Seventh Grade.....	5,606.4	6,357.0	7,213.4	8,340.0	9,573.3	10,846.3	11,991.7	12,421.9	13,089.3	13,697.6
Eighth Grade.....	4,331.5	4,481.3	5,204.9	5,938.6	6,785.6	7,421.7	8,280.2	8,678.2	9,270.8	9,986.6
Total Grades 5 to 8, Ninth Grade.....	31,998.2	34,365.0	39,380.6	45,790.9	50,649.5	55,994.5	60,192.1	62,379.0	64,642.8	66,056.6
Tenth Grade.....	2,007.8	2,219.6	2,279.9	3,062.5	3,279.4	3,265.8	3,535.2	2,805.1	3,880.6	4,032.1
Eleventh Grade.....	1,244.4	1,321.1	1,487.5	1,690.7	2,121.2	2,141.3	2,233.2	2,346.8	2,455.5	2,592.2
Twelfth Grade.....	837.0	878.4	942.4	1,095.2	1,190.2	1,453.0	1,494.3	1,540.2	1,615.0	1,742.7
Total High Schools, Normal School....	558.9	665.0	672.0	826.7	920.0	987.0	1,169.5	1,138.5	1,238.9	1,294.4
School for the Deaf, Crippled Children.	4,718.1	5,084.1	5,381.8	6,631.0	7,519.8	7,847.1	8,432.2	8,830.6	9,190.0	9,661.4
Total in all Depts.	126,593.9	134,078.1	149,667.0	165,318.8	177,711.3	190,471.5	199,621.0	204,731.4	213,729.3	221,511.6

Statement showing age of pupils at the date of their first enrollment for the year :

	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-1900	1900-1
Under 6 years of age.....	23,241	23,988	29,633	34,085	35,909	37,766	39,942	40,968	42,722	44,478
Between 6 and 7 years of age.....	21,758	22,584	24,996	25,748	27,842	28,598	29,070	30,485	31,020	32,423
Between 7 and 8 years.....	19,639	21,623	22,629	23,793	24,957	26,490	27,207	27,617	29,006	29,805
Between 8 and 9 years.....	17,514	19,743	21,841	22,263	23,629	24,486	25,565	26,571	27,277	28,256
Between 9 and 10 years.....	16,571	18,196	20,363	21,840	22,549	23,817	24,544	25,714	26,505	27,091
Between 10 and 11 years.....	15,228	16,159	17,567	19,581	20,874	21,311	22,512	23,204	24,576	25,024
Between 11 and 12 years.....	14,473	14,819	16,261	17,963	19,691	21,211	22,208	22,590	23,257	23,979
Between 12 and 13 years.....	11,783	12,076	13,226	14,408	15,548	17,247	18,636	18,635	18,825	19,472
Between 13 and 14 years.....	8,042	8,093	8,628	9,789	10,185	11,161	12,583	12,620	12,420	12,721
Between 14 and 15 years.....	4,564	4,575	5,009	5,809	5,948	6,232	6,673	6,030	6,978	6,978
Between 15 and 16 years.....	2,563	2,441	2,661	3,081	3,454	3,413	3,480	3,570	3,581	3,680
Between 16 and 17 years.....	2,367	2,598	2,544	3,020	3,239	3,986	3,819	3,903	3,599	3,765
Over 17 years.....	157,743	166,895	185,358	201,380	213,825	225,718	236,239	242,807	255,861	262,738
Total.....	157,743	166,895	185,358	201,380	213,825	225,718	236,239	242,807	255,861	262,738

Statement showing the number in every 100 pupils under the ages given for the past five years :

	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-1900	1900-1
Under 6 years of age.....	14.7	14.4	15.9	16.9	16.8	16.7	16.9	16.9	3.7	3.7
Under 7 years.....	28.5	28.0	29.5	29.7	26.9	29.4	29.2	29.4	19.1	18.9
Under 8 years.....	41.0	40.9	41.7	41.5	41.5	41.1	40.7	40.8	31.2	31.2
Under 9 years.....	52.1	52.7	53.5	52.6	52.5	51.9	51.6	51.7	42.5	42.5
Under 10 years.....	62.6	63.6	64.4	63.4	63.1	62.6	61.9	62.3	53.2	53.3
Under 11 years.....	72.2	73.3	73.9	73.2	72.9	72.0	71.9	71.9	63.5	63.6
Under 12 years.....	81.4	82.2	82.7	82.1	82.1	81.4	80.9	81.2	73.1	73.1
Under 13 years.....	88.9	89.4	89.8	89.2	89.3	89.0	88.7	88.9	82.2	82.3
Under 14 years.....	94.0	94.2	94.5	94.1	94.1	93.9	94.1	94.1	89.6	89.7
Under 15 years.....	96.9	97.0	97.2	97.0	96.8	96.7	96.9	97.0	94.5	94.5
Under 16 years.....	98.5	98.4	98.6	98.5	98.5	98.2	98.4	98.4	97.2	97.2
Under 17 years.....	1.5	1.6	1.4	1.5	1.5	1.3	1.6	1.6	98.6	98.6
Over 17 years.....	1.5	1.6	1.4	1.5	1.5	1.3	1.6	1.6	1.4	1.4

The percentage of pupils in each department is as follows:

	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-0	1900-1
Grades 1 to 4.....	71.00	70.57	70.09	68.29	67.27	66.24	65.43	64.92	73.32	63.45
Grades 6 to 8.....	25.28	25.64	26.31	27.70	28.50	29.40	30.16	30.47	30.12	29.82
High Schools.....	3.72	3.79	3.60	4.01	4.23	4.12	4.22	4.31	4.30	4.30
Normal Schools.....	.....	.....	.....	.....	.....	.24	.19	.23	.19	.29
Schools for Deaf.....	.....	.....	.....	.....	.....	.....	.....	.07	.07	.07
Kindergartens.....	.....	.....	.....	.....	.....	.....	.....	.....	2.00	2.00
Crippled Children.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.01

Average number of pupils to teacher, not including principals and special teachers:

	35	34	37	40	39	41.5	39.4	34.4	33.9	34.9
High Schools.....	46	45	45	44	45	45	44	41.8	42.7	43.2
Elementary Schools.....										

	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-0	1900-1
Kindergarten to First Grade.....	.....	.....	.....	.....	.....	.....	.....	.....	2,594	2,870
First to Second Grade.....	22,980	25,506	26,550	30,084	29,042	29,020	29,686	29,912	31,303	31,931
Second to Third Grade.....	20,616	22,925	24,052	25,568	27,306	27,857	26,704	27,071	28,533	29,903
Third to Fourth Grade.....	17,796	19,998	21,500	23,070	23,354	25,495	24,950	25,525	25,312	26,667
Fourth to Fifth Grade.....	14,165	15,515	18,273	19,354	20,121	21,601	22,267	22,184	22,185	23,275
Total in Grades 1 to 4.....	75,557	83,934	90,375	98,076	99,823	103,973	103,607	104,692	107,333	111,776
Fifth to Sixth Grade.....	10,478	11,666	13,715	14,433	15,669	17,335	18,137	18,812	19,494	18,805
Sixth to Seventh Grade.....	7,724	8,199	9,376	10,604	11,043	12,763	13,138	14,146	14,872	15,394
Seventh to Eighth Grade.....	4,900	5,541	6,493	6,958	7,656	8,735	9,179	9,799	10,598	11,287
Eighth to Ninth Grade.....	3,887	4,046	4,928	5,453	5,584	6,707	7,277	7,480	8,365	8,768
Total in Grades 5 to 8.....	26,989	29,452	34,512	37,448	39,952	45,440	47,968	50,237	53,329	54,254
Total number promotions in Elementary Grades.....	102,546	113,386	124,887	135,524	139,775	149,413	151,575	154,929	163,256	168,900

Per cent. of promotions based on average daily membership.

	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-0	1900-1
Kindergartens.....	61.9	65.0
Grades 1 to 4.....	83.5	82.4	79.3	78.8	79.3	79.7
Grades 5 to 8.....	78.9	81.2	79.7	80.5	82.7	82.1
1 Elementary Grades.....	82.1	82.0	79.4	79.3	80.0	80.0

FOSTER DIPLOMAS.

The following pupils were awarded Foster Diplomas at the close of the schools, June 28, 1901, as follows:

Adams School:

Alma C. Johnson,
John J. Mooney,
Dora Feingold,
Harry J. Sullivan.

Agassiz School:

Elsa O. Wayman,
Abbey E. Ward.

Alcott School:

Robert B. White,
Elsa Stieglitz,
Carl Becker,
Amelia Bahl,
Alma Anderson.

Andersen School:

Elsa Hulda Brandt,
Isidor Resnick,
Hilda Ring,
Thyra Gormsen,
Myrtle Edith Binnie,
Mabel C. Thaisen,
Otto E. Herforth.

Armour Street School:

John Buslee,
Edward Churchill,
Robert Lewis,
Robert H. Riesche,
Carl Watson.

Arnold School:

Ella Reitz,
A. Lucile Lucas,
Lena Wolter,
Franklin A. Miller.

Auburn Park School:

Clara E. Johnson.

Audubon School:

Bertha Baumann,
Rosalie A. Momberg,
Sylvia R. Gnadt.

Austin School:

Elizabeth Erickson,
Margaret Wilson,
Nellie H. Ham,
Eleanor Douglas,
Alice Shirley Bullen,
Harry Larson,
May Florence Hanson,
Rubie Shook.

Avondale School:

Mabel Anderson,
Herman H. Faulstich,
Frieda Servas,
Joseph L. Scott.

Bancroft School:

Ethel Barrett,
Lillie Nelson,
Anna Shore,
Lydia Foschinbauer,
Jens Olsen.

Alice L. Barnard School:

Alice Greenacre,
Amy C. Coombes,
Edward A. Harden.

Perkins Bass School:

Signie M. Johnson,
Lucinda Kirkpatrick,
Minnie Genee.

- Beale School:
Mabel C. Wilson,
Jennie O. Thunander,
Bertha C. Frank.
- Jacob Beidler School:
Mary Margaret Branand,
Marjorie Fraser,
Ethel Victoria Major.
- Belle Plaine Avenue School:
Harry Sherman.
- Bismarck School:
Dagmar E. Holmgren,
Mattie A. Arbeiter,
Astrid C. Pederson.
- Blaine School:
V. Harvey Dieterich,
Ida Charlotte Louise Osell,
Caroline M. Oberback,
Jessie Flack.
- Bowen School:
Helen A. Kendall,
Frank C. A. Bednarek,
Gertrude Klein.
- Bowmanville School:
Ellen Boring.
- Myra Bradwell School:
Mary E. Henry,
Marguerite McCullough,
Margaret Gillies.
- Brainard School:
Burdella A. Freeman.
- Thomas Brenan School:
Harriet Tebbens.
- Brentano School:
Barbara K. Kraft,
Louis A. Dahl,
Florence L. Smith,
Mildred E. Baylis,
- Brentano School—Continued.
Sidney A. Shappi,
Alma C. Carlander.
- Brighton School:
Max Planer,
Hattie T. Holmstrom,
Margaret C. Leonard,
Catherine M. Shields,
Amy Herschman,
Maggie Mulcahy.
- Brown School:
Prue E. Jernberg,
Alfred Martin,
Morris Leonard,
Charles Coit,
Beatrice Brickwood,
May Penney,
Regina Stern.
- Brownell School:
Mary King,
Annie E. Hammer,
Kathleen Hutton,
Alma Daum.
- Bryant School:
Alma Roth.
- A. H. Burley School:
Sophie Jaissle,
Martha J. Kaden.
- A. E. Burnside School:
Margaret M. Sumley,
Arthur S. Hedberg.
- Burr School:
Kathryn C. Barzynski,
Elias A. Johnson,
Louis M. Nahin,
Mamie M. J. Kwasigroch,
Amelia V. Georgas,
Fred Shermer.
- Burroughs School:
Annie Shannon,
Isabel McKay,
Katherine Ryan.

Calhoun School:

Edith Chapman,
Julia Schutte,
Edward F. Kaher,
Bessie Stoeckel,
Emma Orchard,
William Warner.

D. R. Cameron School:

Carleton Clover Hess,
Charles Morris Anderson.

Carpenter School:

Irene A. Creaney,
Anna M. C. Holm,
Lula E. Schnoes,
Willie H. Trinkaus,
Frank Hansen,
Edna M. Olson,
Mamie F. Berg.

Carter School:

Nina Wighton,
Marie C. Schrader,
Irene E. Myers.

Thomas Chalmers School:

Rose Julia Slepicka,
Tina Bruce,
Camille Kopacek,
Erma Evadne Wood,
Alma Lena Schechter.

Chase School:

Hazel B. Hanson,
Annie M. Bayfield.

Chicago Lawn School:

William Ringer,
Anne P. Jones,
Stella Conley,
Grace M. Rogers.

Clarke School:

Clara J. Heyman,
Alma E. Dreessen,
Sarah A. Farrell,
Edythe J. Isreal.

Henry Clay School:

Charley Nelson,
Levanche R. Martindale.

Colman School:

Lottie E. King.

Cooper School:

Bessie Zeman.

D. J. Corkery School:

Grace M. Hintze.

Cornell School:

Carl Oman,
E. Mae DeHart.

John Crerar School:

Elizabeth Jacky,
Robert I. Kirchman,
Georgietta Long,
Gladys Kohl.

Cummings School:

Gerty Sophia Stock.

Geo. W. Curtis School:

Eloise Tisdale,
Nicholas Wiersema,
Grace Crouch,
Katharine G. McHugh,
Lizzie Schroeder.

Darwin School:

Kathleen Clifford,
Cora C. Smith,
Hubert Hanson.

J. R. Doolittle Jr. School:

Florence Thomas,
Valentina J. Denton,
Alma F. Goodhue,
Stella Lewy,
Harry S. Lorch.

Dore School:

Otilie R. Bertram,
Roy Leffingwell.

Douglas School:

Clair May,
Robert Harris,
Ethel Lowenthal,
Jessie M. Orton,
J. Forsythe Dexter.

John B. Drake School:

Fanny M. Lyon,
Jessie M. Monahan.

C. W. Earle School:

Joel Johnson,
George L. Luerksen.

Eighty-third Street School:

Emma C. Printz,
Adelia H. Alexanderson.

Emerald Avenue School:

Charles I. Carpenter.

Emerson School:

Esther V. Johnson,
Elizabeth M. Lauth,
Gussie A. Laile.

John Ericsson School:

Lila May Smith,
Margaret Maria Schreiber,
Mary Margaret O'Brien.

Everett School:

Hazel C. Swaim.

Fallon School:

Philip Lewinsky,
Nora E. Flaherty.

Farragut School:

Margaret Letzter.

Farren School:

Jessie C. Fish,
Florence H. Smith.

Fernwood School:

Simon Huizenga.

Eugene Field School:

Marien Keyes,
Nellie E. Dwyer,
Irma J. Orr.

Forestville School:

Ethel Hart,
Violet Renberg,
Mary Williamson,
Stephanie Freund.

Franklin School:

Oscar Mayer,
Arthur Lehmann,
Lillian Anderson,
Lillie Sutorius,
Alma Liebke,
May Wright,
Frieda Kapp,
Esther Dieden,
William J. Buck, Jr.,
May Agatha Ryan.

Froebel School:

Helen A. Berg,
Rudolph Christen.

Melville W. Fuller School:

Irene L. Biggs,
Edna Levy,
Herbert Smith,
Augusta Parke.

Fulton School:

Viola M. Van Wormer.

Gallistel School:

Amy C. Matson,
Theresa J. Peters.

Garfield School:

Jacob Spitzer,
Addie Herzog,
Elsie Ullrich,
Sarah Susman,
Maud McRoberts.

Gladstone School:

Rose E. Gerber,
Jacob K. Bos,
Frank Ocasek.

Goethe School:

Harriet M. Johnson,
Frank O. Peterson,
Nellie Quinn.

Goodrich School:

Clara Fox,
Wilma Hall,
Max Claus,
Aaron Bernstein.

W. C. Goudy School:

Jean Pierre Goedert,
Henry Lawrence Choate,
J. Lewis Clay,
James D. Scovel.

Graham School:

Marie E. McCalley,
Olive G. Young,
Janet G. McNair,
Fredrick M. J. Phee,
Jonathan L. Clendening.

Grant School:

May I. Roche,
Florence Ford Norton,
Stella Pearl Bacon,
Helen Stewart,

Horace Greeley School:

Ivan Christian Peterson,
Edna Walsh,
Louise Lusdin.

Nathanael Greene School:

Lena M. Reading,
Margaret Minahan,
Helen D. Reading,
Catherine Genevieve Fairfield.

Greenwood Avenue School:

Irene Kawin,
William C. Mack,
Wallace M. Morton,
Adele E. Kleiminger,
Alice Constance Hartt.

Gresham School:

Jennie Aukes,
Esther Newbury,
Gerald C. Pritchard.

Hamilton School:

Otto Scholz,
Julia J. Mueller.

Hammond School:

Helga Nordstrom,
Annie Marousek.

Hancock School:

May Delahunty,
John Delaney,
Clara Domke.

Harrison School:

Laura L. Werner,
Ellen F. G. Cogan,
Stella Lederer.

Harvard School:

Jessie Corey.

Haven School:

Rose J. Seitz,
Lulu M. Free.

Hawthorne School:

Mary Elizabeth Magnuson,
Mabel Anna Rafoth,
Ella Rettig,
Mary Picken Scott

Hayes School:

Lila H. Blum,
Lillie S. Carlson.

Headley School:

Anna E. Dirks,
Edna A. Tuch.

Healy School:

Mamie Reinwand,
Nellie Reardon.

Hendricks School:

Norma Etta Pfeiffer,
Jane A. Waters,
Len Soule.

Holden School:

David Naftalin,
George B. Sapolski.

Holmes School:

Harry C. Royal,
Rose G. Thompson,
Edgar Steward,
Cyril Sicklesteele,
Grace Powell.

George Howland School:

Winifred M. Winnard,
Ruby E. Perry,
Mary Beatrice Ennis,
George Edwin Taylor,
Anna S. Carson.

Thomas Hoyne School:

Clara M. V. Stoesser,
Robert Hoegner,
Emma I. Goetz,
Hazel Fern Keith,
Alice Wethy.

Irving School:

Adelina G. Behnke,
William R. Philip,
David F. Whitehead,
Lena C. Hermeyer.

Irving Park School:

Nettie Jacobs,
Mamie McLeod,
Caroline Haugh,
Ralph Hansen,
Glen V. Fontaine.

Jefferson School:

Irene Woolf,
Harry H. Geissler,
Alcy Levit.

Jefferson Park School:

Mabel G. Teague,
Hattie Dunning.

Edward Jenner School:

May Shannon,
Ellen Elvira Walinder.

Frank J. Jirka School:

Marie K. E. Hilmes.

Jones School:

Harry Grabiner,
Ida Perlstein.

Keith School:

Margaret Fritze.

Kenwood School:

Susan H. Mason,
Philip Munson,
Irene Cummings.

Kershaw School:

Ida Gabe,
Bertha Margaret Thomas,
Edith Maria Peterson,
Jennie Agnes McGuire.

King School:

Hazel G. Whetston,
Alice Metcalfe,
Charles W. Boyce.

Knickerbocker School:

Flora Klappenbach,
Juanita Coleman,
Robert Crowley,
Alma Haake.

Charles Kozminski School:

Olos Lowe,
Lottie Knickerbocker,
Lizzie S. Reuffin,
Alwin R. Krause,
Clyde B. Walker.

LaFayette School:

Harry E. Westphal,
May V. Havalsen,
Pearl L. Pohl,
William A. Jacob,
Gustav C. Wolke.

Langland School:

Thyra C. Thory,
Alice Margaret Bertrand,
Arthur N. Sheriff.

LaSalle School:

Helen De La Barre,
Lizzy De La Barre,
Harry F. Prussing,
Mary L. Munson,
Edward Anderson.

Lawndale School:

Elmer T. Price,
Nellie J. Gray.

Victor F. Lawson School:

Grace Venus,
Jeannette Marshall,
Matilda Nagl.

Lewis-Champlin School:

Dean Babcock,
Joseph L. Dunham,
U. Lloyd Hedrick,
Minnie S. Clark,
Ida M. Nicely,
Marguerite M. Brown.

Lincoln School:

Eugene V. Thompson,
Pearl A. Morrison,
Arthur V. Selig,
Pearl Emma Auw,
Eva L. Beattie,
Beulah M. Hinman.

Linne School:

Alice Masley,
Sadie Wachofsky.

Logan School:

George R. Rasmussen,
Francis Maddock,
Elmer T. Anderson.

Lowell School:

Mae C. Thomas,
Amelia Hauser,
Charles H. Slocum,
Edna Theresa Benson,
Joseph Kalina,
Jennie Bowen.

McAllister School:

John W. Madden,
Paul A. Frank.

McClellan School:

Mabel Geotzinger,
James O'Connor,
Eva Balmer,
Clara Schramm,
Arnetta Kenny.

McCosh School:

Grace E. Govanus,
Aaron Arkin,
Ruth Henry,
Marietta C. Mathews.

John McLaren School:

Juliet Augusta Dashiell,
Yolandus Higbee Reeve,
H. Harry Patterson,
Ida Gertrude Salins,
Ina Cleora Wagoner.

McPherson School:

Margaret Josephine Rickert,
Laurence Grannis,
Joseph E. Fitch.

Madison Avenue School:

Bertha Maud Larsen,
Clara Paskins,
Mary Ryan,
Archie P. Mawich.

- Manierre School:
Ferdinand A. P. Fischer.
- Horace Mann School:
Fred Doran,
Michael Grassel,
Willie Reilly,
Anna Ihde.
- Marquette School:
Lillian Stripling,
Marguerite L. Regan,
Philip J. Finnegan,
Mary Touse,
Ida Turivas,
Edith Clark,
Benjamin F. McAuley.
- J. L. Marsh School:
Anna S. Nelson.
- Marshall School:
Jennie Mather,
Helen Brown,
Antoinette Simonini,
Helen Mouns.
- Medill School:
Hulda M. Pudewa,
John F. Hanks,
Ida Baskin.
- Ellen Mitchell School:
Annie Van Dyke,
Hattie Menkes,
Lillian Mae Ebert,
Varian M. Shea,
Agatha Louise Shea.
- Montefiore School:
Anna C. Engh.
- Robert Morris School:
Emily Lundell,
Clara L. Bolstad,
Marie Beaumont.
- Moseley School:
Albert Dipple,
Ethel Preston,
Florence Dipple,
Samuel Buck.
- Mulligan School:
Elfrieda C. Bukoll,
Estella A. Lutz,
Raymond L. Hallstrom.
- H. H. Nash School:
June Mackenzie,
J. Henry Jonassen,
Clara M. Weber,
Julia E. Norton,
Effie H. Ankersen,
Lillian Thorsen.
- Louis Nettelhorst School:
Gilbert G. Buhmann,
Forest H. Cook,
Elsie M. Haeger,
Homer W. Bang,
Ella Lister Mayer.
- Newberry School:
Mary J. Moynihan,
H. Herman Seyl.
- Wm. P. Nixon School:
Elsie Eysenbach,
Erle S. Peterson,
Alene Arnold,
Alexander Kipplemann.
- Norwood Park School:
Alice Cooper,
Edna Willard.
- Oakland School:
Stanley K. Faye,
Ned Thomas,
Ford Whitman Brunner,
Bessie Emma West.

Oak Ridge School:

Jennie A. McEdwards,
Lucile Murray,
Julia M. Kaufman.

Ogden School:

Esther Vetterli,
Ethelyn Agnes Graham,
Emma B. Kuhnlein,
Edward D. Uhlendorff,
Edward F. Munroe,
Wm. Frank,
Adelaide Wetzler.

Parkman School:

Ruth Nelson,
Jessie A. Willy.

Park Manor School:

Martha Moss,
Milly Mize.

Parkside School:

Edward Bihler,
Margaret Boylan,
Nancy Lane Pusey.

Pickard School:

Gust E. Olson,
Eua C. Lofgren.

Polk Street School:

Samuel B. Aryevich,
Louis Richmon.

Prescott School:

Herman Kreuz,
Mary Roach.

Pullman School:

Mary E. McClatchey,
Emma Elizabeth Sternberg,
Hilda M. Layerholm.

Hermann Raster School:

Alberta May Drake,
Ida M. Sievers.

Ravenswood School:

Janet M. Hanna,
Florence Anna Anderson,
Harry Willson,
Kathryn Allegra Kletzing,
Elinor Stephens.

Ray School:

Selene A. Joyce,
Bessie Courtright,
Harold B. Kennicott,
Helen E. Briggs,
Richard Yates Hoffman,
Raymond Leslie Lewis.

Raymond School:

Reinhold F. Dahlke,
Nellie Coughlin,
Claribel Leader,
Julia Kallen.

Riverdale School:

Rosie K. Koenig.

Rose Hill School:

Frida Marguerite Miller.

Ryerson School:

Minnie I. Jones,
Ethel M. Gray,
James Bartholomew.

Scammon School:

Stella Shepherd,
Richard Bieschky,
Ruby Huttner.

Scanlan School:

Susie Kane.

Schiller School:

Albert M. Johnson.

W. S. Schley School:

Lily E. Strum,
Robert Dreffein,
Hattie W. Thompson.

George Schneider School:
Ella Perrson.

Walter Scott School:
Edna A. Wetherell,
Hazle C. Cooper,
Wilhelmina Locher.

Seward School:
Ruth Edna Colestock.
Michael W. Smolk.

Sheldon School:
Edith Prindeville,
Clyde Fife.

Mark Sheridan School:
Ida Johnson,
Ethel Smith,
Frank Doubek.

Phil Sheridan School:
Ernst J. H. Duever,
Albert Loftus.

Sherman School:
Mary Rosanna Corcoran,
Mae Edna Conway.

Sherwood School:
Grace R. Anderson,
Hannah Hillstrom,
Eliza Kavanagh.

Shields School:
Fred A. J. Pauls.

Skinner School:
Aurora Evagene Dean,
Jeannette K. Bentz.
Walter Sawyer.

John M. Smyth School:
Charles Leviton,
Rebecca Kallner,
Goldie Ginzburg,
Bessie Garber,
William Sturt.

Springer School:
Frances Scheidt,
Rosalind Calkins,
Lillie Becker.

John Spry School:
Maximilian Holmberger,
Christina Stich,
Robert Nathaniel Peterson,
Albina Toman.

Stony Island Avenue School:
Hazel A. Smith,
William B. Ward.

Sumner School:
Helen B. Titsworth,
L. Adelaide Rule,
Walker J. Hamilton,
Lena L. Dittman,
Frank P. Frey.

David Swing School:
Fred Koester.

Talcott School:
Fred J. Lundberg,
Esther V. Marelius.

Taylor School:
Eliza Jane Wilkinson,
Emeline Anderson.

Tennyson School:
Asa I. Strauss,
Effie Marie Haarvig,
Eugene S. Taylor.

George H. Thomas School:
Anna C. Anders.

J. N. Thorp School:
Nellie Smith,
Anna Maria Lindquist.

Throop School:
Julia Peklo,
Josephine Phlak.

Tilden School:

Mattie D. FitzGerald,
Lagouri Anna Ramer,
Lucretia Dorethea Schroder.

Tilton School:

Alice McCarthy,
Alma Margaret Wiesen.

Van Vlissingen School:

Harry Garret Dekker,
Abram Dekker,
Harry DeBoer,
Raymond F. Kippen.

Von Humboldt School:

Estelle Scherling,
Clara Simons,
Edgar Beaubien,
Elizabeth Inglesby,
Zara Johnson,
Catherine Padden,
Fred Bay,
Ethel Lundberg,
Alice Benson.

Walsh School:

Henry Forster,
Lillian E. Krivanek.

Ward School:

Louis J. Harris,
Merciade V. Jackson.

Washington School:

Alice I. Federmeier,
Abe Miller.

Wells School:

Rosy Engel,
Emily L. Beilfuss,
Essie Neal,
Gertrude Niederman,
Carrie Chematal.

Webster School:

Sarah Victoria Monson,
Mary Routliff.

D. S. Wentworth School:

Elizabeth D. G. Stenhouse,
Clara C. Arndt,
Etta M. Berg.

West Pullman School:

Pearl Stuart Greene,
Hattie M. Reagle.

Whittier School:

Hulda C. E. Johnson,
Marshal G. DeRoche.

Wicker Park School:

Bessie F. McIntyre,
Elsie M. Degner,
Ada D. Ahlswede,
Martha L. Bruebach,
Vebjorn Ibenfeldt,
Louis Weiner.

Frances E. Willard School:

Isabel M. Lynn,
Leroy Baumgartl,
Charles Fisher.

Woodlawn School:

Harry Johnston,
Alice Brady,
Jean Compton,
Clara Nason,
Marion Peabody.

Richard Yates School:

Anna Teresa Bergland,
Raymond Preston,
Arthur Luther Haglund,
Albert William Olmstead,
James L. Tuma.

SCHOOL SITES

**LOCATION, SIZE, VALUE OF LOTS AND
IMPROVEMENTS.**

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS.

SCHOOLS.	LOCATION.	When Erected	No. of Sittings	Size of Lot.	Value of Lot.	Value of Furniture and Im- provements.	Total Value.
English High and Man. Train'g	Nos. 126-128 S. Jefferson st.	1889			Rented.	\$ 31,200	\$ 31,200
Austin High	Frank st., bet. Walnut and Willow avs.	1887	610	327 x 475.34	\$ 34,750	61,900	96,650
Englewood High.	W. 61st pl.	1887					
Englewood High Addition	Stewart av. to Princeton av., between Englewood av. and W. 61st pl.	1887	742	244.8 x 589	43,200	86,750	200,680
Hyde Park High.	Kimberk av., w. f., bet. 56th and 57th sts.	1894	292			70,730	166,800
Jefferson High.	W. Wilson av., from N. 46th av. to N. 47th av.	1883	940	250.83 x 175.8	25,000	141,800	34,790
Lake High.	S. E. cor. Union av. and W. 47th pl.	1883	316	270 x 250	8,000	24,700	86,335
Lake View High.	N. E. cor. Irving Park blvd. and N. Ashland av.	1886	348	217.3 x 125	13,020	73,315	284,385
Northwest Division High.	N. E. cor. N. Claremont and Potomac avs	1882	1,054	392 x 160.35	29,140	205,195	179,060
South Division High.	S. W. cor. 26th st. and Wabash av.	1882	1,120	238.5 x 124	16,110	128,950	149,686
Waller, Robert A. High.	N. E. cor. Orchard and Center sts.	1884	837	181.25 x 157.08	54,980	94,705	271,590
West Division High.	N. W. cor. W. Congress and Honore sts.	1885	630	297.5 x 125	50,000	221,590	216,070
Adams.	Townsend st., w. f., bet. Chicago av. and Locust st.	1894	1,240	Irregular	51,250	164,820	160,675
Agassiz.	S. W. cor. Diversey and Seminary avs.	1877	1,180	265 x 125.31	70,000	90,675	96,870
Agassiz Addition.		1877	770	400 x 120	38,185	24,285	
Alcott.	N. E. cor. Wrightwood av. and Orchard st.	1883	482			36,400	132,160
Amerson (closed).	N. E. cor. Austin and N. 50th avs.	1883	1,213	250 x 150	45,000	87,160	
Amerson Annex (closed)		1882		175 x 120	4,200	4,650	9,400
Andersen.	S. E. cor. N. Lincoln and W. Division sts.	1885	810	315.5 x 109.8		55,700	145,780
Andersen Addition.	Foster av., from N. Ashland av. to Clark st.	1883	726	333 x 117.48	11,300	10,050	21,350
Andersenville Br. W. C. Goudy.		1879	1,206	170 x 150	17,000	82,410	99,410
Armour Street	S. E. cor. Armour st. and Bickerdike square.	1883					
Arnold.	N. E. cor. Burling and Center sts.	1884	1,128	198 x 124	28,115	94,510	122,625
Auburn Park.	Butler st., w. f., bet. 80th and 81st sts.	1891	451	126 x 265.6	5,000	34,470	39,470
Audubon.	Cornelia st., from N. Hamilton av. to N. Hoyne av.	1894	1,212	204 x 175	8,340	77,570	85,910
Avondale.	S. E. cor. N. Sawyer av. and W. Wellington st.	1895	570	397.25 x 123.25	10,300	43,155	53,455
Avondale Branch.	S. E. cor. Diversey and Milwaukee avs.	1890	240	228.8 x 188.2	7,810	11,000	18,810
Bancroft.	N. Maplewood av., e. f., bet. Wabansia and W. North avs	1892	1,054	223 x 125	8,900	82,690	91,590
Barnard, Alice L.	W. 104th st., from Charles to Church sts.	1893	810	397 x 202.9	6,300	73,060	79,360
Bass Perkins.	N. W. cor. S. May and W. 66th sts.	1895	1,126	196.83 x 124.57	4,900	78,355	83,255
Beale.	N. E. cor. S. Sangamon and W. 61st sts.	1892	1,684	298.5 x 125	11,400	181,850	143,250
Beaubien Br. of D. R. Cameron.	N. W. cor. N. 41st ct. and Hirsch ct.	1894	216	192 x 125.75	6,575	9,225	15,800
Beidler, Jacob.	S. E. cor. Walnut st. and Kedzie av.	1881	810	209.1 x 150	17,000	50,200	67,200
Belle Plaine Avenue.	S. W. cor. N. Leavitt st. and Belle Plaine av.	1893	291	225 x 124.16	6,750	12,850	19,600

Bismarck.....	N. W. cor. N. Central Park and Armitage av.....	1896	1,110	266.5 x 133.35	16,900	80,810	97,610
Blaine.....	N. E. cor. Grace and Janssen sts.....	1893	1,204	250 x 125.1	13,500	78,980	92,430
Bowen.....	N. E. cor. Houston av. and 83d st.....	1876	480	171.3 x 140	16,370	76,755	93,125
Bowmanville.....	W. Foster av., w. of and near Lincoln av.....	1874	306	120 x 324.85	3,500	11,900	15,400
Bradwell, Myra.....	S. W. cor. Sherman av. and 77th st.....	1899	1,050	298.5 x 187	11,335	68,480	79,815
Brainerd Br. of Gresham.....	Washburn av., bet. S. Leavitt st. and S. Hoyne av.....	1886	881	175 x 124	8,750	52,860	61,610
Brenan, Thomas.....	S. Ada st., bet. W. 28th and W. 29th sts.....	1889	200	150 x 126	3,000	16,980	19,960
Brenano.....	Lime st., bet. Archer av. and 27th st.....	1884	847	275 x 109	13,750	60,060	73,400
Brighton Addition.....	N. Fairfield av., bet. Schubert and W. Diversey avs.....	1883	1,171	250 x 125.8	9,230	82,200	91,480
Brown.....	33th st., from S. Winchester av. to S. Lincoln st.....	1880	267	134	13,190	36,900	92,160
Brown Addition.....	Warren av., from S. Hermitage av. to S. Wood st.....	1886	437	206 x 122.1	34,870	44,750	137,530
Brownell.....	Perry av., bet. W. 65th and W. 66th sts.....	1870	639	174 x 184.1	15,900	49,300	65,100
Bryant.....	S. 41st ct., bet. W. 13th and W. 14th sts.....	1894	1,053	275 x 125.6	9,650	79,530	92,180
Buckley.....	N. E. cor. S. Hermitage av. and W. 43d st.....	1879	373	224.75 x 126	8,550	20,700	29,250
Burns, Robert.....	Noble st., bet. N. Ashland av. and N. Pauline st.....	1896	1,216	374 x 133	12,300	91,080	103,680
Burnside, Ambrose E.....	S. W. cor. 25th st. and Central Park av.....	1882	430	275 x 124.87	17,740	32,865	50,665
Burnside Branch.....	N. W. cor. 91st pl. and Langley av.....	1868	611	235 x 125.25	6,875	60,840	67,715
Burr Addition.....	S. W. cor. Burnside and Champlain avs.....	1889	96	150 x 60.5	1,600	3,100	4,700
Burr Addition.....	Wabansia av., from N. Ashland av. to N. Marshfield av.....	1873	509	267.3 x 286.2	22,075	37,500	185,215
Burr Addition.....	S. W. cor. S. Washienaw av. and W. 35th pl.....	1885	672	216.35 x 125	6,700	62,140	84,400
Burrongs.....	N. E. cor. Jackson blvd. and S. Francisco st.....	1893	746	250 x 121	29,500	110,400	139,900
Calhoun.....	S. W. cor. Monticello and Potomac avs.....	1881	1,316	200 x 125	3,695	75,040	78,735
Cameron, D. R.....	S. W. cor. W. Huron st. and N. Center av.....	1897	864	213 x 205	30,750	123,600	154,350
Carpenter.....	N. E. cor. Wabash av. and 61st st.....	1891	379	198 x 170	22,000	94,350	106,440
Carter.....	S. W. cor. S. Fairfield av. and W. 12th st.....	1886	1,072	263.5 x 152	15,425	53,080	84,810
Chalmers, Thomas.....	On Englewood High School lot.....	1894	1,004	264 x 200	13,125	79,385	92,385
Chase.....	N. W. cor. Point st. and Cornelia ct.....	1894	212	203.5 x 24.8	4,500	74,040	87,105
Chicago Lawn, Branch I.....	S. W. cor. 62d pl. and Hamlin av.....	1880	166	264.24 x 287.9	12,000	9,475	13,975
Clarke.....	S. Homan av., from W. 66th st. to W. 66th pl.....	1888	1,456	264.3 x 144	37,850	139,510	177,360
Clay, Henry.....	S. Ashland av., from W. 13th st. to Hastings st.....	1893	372	264.77 x 185.62	17,500	17,500	39,080
Colman.....	Dearborn st., bet. W. 46th and W. 47th sts.....	1887	865	200 x 100	10,000	54,500	64,500
Columbus.....	Angusta st., bet. N. Leavitt st. and S. Hoyne av.....	1887	835	216 x 124.83	15,200	57,900	73,700
Cooper.....	W. 29th st., bet. S. Ashland av. and S. Paulina st.....	1886	854	175 x 125	11,500	57,490	69,190
Corkery, Daniel J.....	W. 25th st., from S. 43d av. to S. 43d ct.....	1875	374	365.25 x 125	7,200	23,350	32,550
Cornell.....	Drexel av., bet. 75th and 76th sts.....	1873	1,027	253.25 x 125	8,200	84,345	92,605
Crerar, John.....	Campbell av., from W. Taylor st. to Fillmore st.....	1896	845	268.6 x 125	25,520	78,400	103,920

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sitings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements.	Total Value.
Cummings.....	Calhoun av., bet. 107th and 108th sts.	1883	357	200 x 125	\$ 2,800	\$ 23,800	\$ 26,600
Curtis, George William.....	S. E. cor. 114th pl. and State st.	1893	288	288 x 124.49	8,835	80,335	89,230
Darwin, Charles R.....	N. W. cor. Edgewood av. and Catalpa pl.	1900	1,062	204 x 140.5	15,000	112,125	127,125
Deaf Mute.....	Monroe st. (School Fund property)	1860	90			850	850
Dewey, George.....	S. E. cor. 54th st. and Union av.	1900	1,176	132.30 x 201	13,500	127,100	140,600
Doolittle, Jas. R., Jr.....	35th st., bet. Rhodes and Vincennes avs.	1881	800	220 x 231	55,000	48,250	103,250
Doolittle, Jas. R., Jr., Addition		1885	515			46,530	150,080
Dore.....	Harrison st., near S. Halsted st.	1867					
Douglas.....	S. E. cor. 32d st. and Forest av.	1868	873	250 x 111	100,000	48,630	148,630
Drake, John B.....	Calumet av., bet. 26th and 28th sts.	1889	1,350	300 x 125.45	60,000	99,940	159,940
Drexel Br. of Hermann Raster.	S. Oakley av., bet. W. 64th and W. 65th sts.	1900	1,014	146 x 181.75	29,200	91,620	120,820
Drummond.....	S. W. cor. Girard st. and Clybourn pl.	1881	1,08	122 x 125	5,700	4,350	6,850
	S. W. cor. Girard st. and Clybourn pl.	1883	1,683	240.3 x 125	5,700	79,550	85,550
Dummy Jct. Br. A. L. Bernard.	S. Aberdeen st., bet. W. 98th and W. 99th sts	1883	36	150 x 134	1,000	2,250	3,250
Dunning Br. Irving Park.....	S. E. cor. W. Addison and N. 64th av.	1895	141	132 x 124.9	1,400	7,650	9,050
Earle, Charles Warrington.....	S. E. cor. W. 61st and S. Hermitage av.	1900	580	225 x 124.33	5,000	91,150	96,150
Edgebrook Br. Jefferson Park.....	S. W. cor. Carpenter and Ormonde avs.	1898	36	236.8 x Irregular	1,000	9,385	10,385
Edgewater Br. of W. C. Goudy.	Winthrop av., 300 feet north of Ardmore av.	1898	152	250 x 150	15,000	9,595	24,595
Eighty-third Street.....	83d st., from Houston av. to Coles av.	1899	44	265.52 x 148	7,950	1,350	21,180
Ellis Avenue.....	N. E. cor. Ellis av. and 72d st.	1893	272			11,880	
Elston Br. of Chicago Lawn.....	Archer av., west of and near S. 40th av.	1893	240	161.7 x 125	8,340	14,220	22,630
Emerald Av.....	S. E. cor. Elston av. and N. Troy st.	1885	132	One acre.	2,000	4,150	6,150
Emerson.....	Emerald av., bet. W. 79th and W. 80th sts.	1899	54		3,500	1,700	5,200
Emmet, Robert.....	N. W. cor. Walnut and Paulina sts.	1884	270	150 x 144.4	6,000	19,500	25,500
Emmet, Robert.....	N. W. cor. Madison st. and Pine av.	1893	810	157 x 119.4	14,980	53,850	68,840
Ericsson, John.....	N. W. Harrison bet. S. Sacramento and S. San Francisco avs.	1883	547	200 x 140	12,000	20,500	32,500
Everett.....	S. E. cor. S. Irving av. and W. 34th st.	1892	1,215	225 x 154	17,640	74,060	91,700
Fallon.....	N. W. cor. Wallace and W. 42d sts.	1890	1,056	288 x 125	7,500	83,615	91,115
Farragut.....	S. Spaulding av., bet. W. 23d and W. 24th sts	1894	1,176	200 x 124	8,000	85,690	93,690
Farren.....	Wabash av., bet. 50th and 51st sts.	1894	1,225	300 x 125	7,500	78,595	86,095
Fernwood.....	N. E. cor. Wallace and 104th sts.	1893	1,110	199½ x 160.3	7,200	113,185	120,385
Field, Eugene.....	S. E. cor. Ashland and Greenleaf avs.	1885	176	117 x 132	2,000	4,700	6,700
Field, Eugene, Br.....	N. E. cor. Lunt av. and Robey st.	1883	723	221.65 x 176.3	8,315	68,340	76,655
Fifty-fifth St. Br. of Shields.....	S. E. cor. 55th and Rockwell sts.	1893	183	200.4 x 172	7,980	11,580	19,560
Forest Hill Br. Hermann Raster	N. E. cor. 55th and Rockwell sts.	1893	216	325 x 128.3	8,400	11,550	19,950
Forrestville.....	N. E. cor. Western av. and 79th st.	1892	42	133.02 x 100	2,540	400	2,940
	N. E. cor. St. Lawrence av. and 45th st.	1892	1,230	270.45 x 125.3	31,585	109,055	140,640
Poster.....	N. W. cor. Union and O'Brien sts	1896	1,943	200 x 173	22,350	144,750	167,100

Franklin.....	1896	1,344	220	x 150	147,000	219,345
Goethe st., bet. Wells and Sedgwick sts.						
21st st., bet. Robey st. and Hoyne av.	1895	1,164	225	x 150	72,345	77,400
S. W. cor. 42d st. and St. Lawrence av.	1894	710	205	x 126.6	13,500	77,400
S. W. cor. 43d st. and St. Lawrence av.	1895	956	200	x 125	22,600	74,850
S. E. cor. Irving av. and 104th st.	1898	763	200	x 121.5	4,230	66,430
S. E. cor. Green Bay av. and 110th st.	1898	208	250	x 125	6,540	71,275
N. E. cor. Johnson st. and W. 14th pl.	1892	648	261.35	x 99.5	1,850	6,350
S. E. cor. Washburn av. and Robey st.	1894	925	192.53	x 124.24	16,360	110,485
Rockwell st., bet. Milwaukee and Fullerton avs.	1894	1,055	213.65	x 183.48	16,000	86,680
210 Maxwell st., near Jefferson st.	1896		100	x 173.25	10,650	96,015
S. E. cor. Taylor and Sangamon sts.	1890	1,337	214	x 100	22,500	37,500
S. W. cor. Winthrop and Foster avs.	1892	542	200	x 148.5	100,080	132,060
Union av., from 44th pl. to 45th st.	1873	532	300.75	x 124	13,000	64,690
Wilcox av., bet. Western and Campbell avs.	1890	642			21,420	64,690
Irving Park blvd., bet. Milwaukee and N. 47th avs.	1895	818	204	x 122	56,100	108,655
N. E. cor. Sheffield av. and Grace st.	1896	194	163.26	x 94	59,460	76,300
N. E. cor. Paulina and 36th sts.	1894	866	242.2	x 141	16,840	15,210
S. E. cor. Greenwood av. and 46th st.	1895	1,114	200.5	x 125.55	5,700	90,060
S. W. cor. Green and 85th st.	1893	893	197.36	x 185	9,065	88,650
Cornelia av., from Paulina st. to Marshfield av.	1896	96	225	x 126.67	33,000	113,060
W. 21st st., bet. Douglas blvd. and California av.	1895	480			12,100	57,490
N. W. cor. Swann st. and Princeton av.	1898	901	246	x 175	40,890	62,000
Grand av., bet. N. 54th and N. 56th sts.	1890	1,045	200	x 125	43,075	81,900
23d pl., bet. Wentworth and Princeton avs.	1895	653	354.5	x 101.5	15,390	64,735
Armour av., bet. 40th and Root sts.	1896	216			6,050	
Harvard av., bet. 75th and 76th sts.	1895	1,003	325	x 125	6,270	6,270
Wabash av., bet. 14th and 16th sts.	1899	575	104.5	x 104	35,625	109,445
School st., from Seminary av. to Clifton av.	1889	282	200	x 160.5	73,890	48,595
Leavitt st., from Walnut st. to Fulton st.	1895	1,060	200	x 180	11,000	43,325
N. E. cor. Lewis st. and Garfield av.	1896	1,251	263.3	x 159	20,450	31,450
Wallace st., bet. 30th and 31st sts.	1894	840	287	x 140	150,000	283,520
S. E. cor. Winchester av. and 48th st.	1895	1,350	222.5	x 125.16	87,480	106,345
S. E. cor. 43d st. and Shields av.	1890	639	308.5	x 124.68	48,960	75,600
S. E. cor. Armitage and Tripp avs.	1894	829	198	x 124	40,310	60,970
S. W. cor. N. 89th and Humboldt avs.	1893	96	108	x 125	85,395	99,535
W. 47th pl., bet. Aberdeen st. and Center av.	1895	130	198.85	x 200.32	7,700	51,890
N. E. cor. 31st and Loomis sts.	1897	122	75	x 129.9	41,415	53,295
Morgan st., bet. Garfield blvd. and 56th st.	1898	824	140.236	4, (four sides)	3,060	6,060
S. W. cor. Spaulding av. and W. 16th st.	1893	910	273.8	x 380. (sides)	9,375	10,975
S. E. cor. Illinois and Cass sts.	1894	1,029	232	x 124.67	1,875	3,125
S. W. cor. Huron and Franklin sts.	1893	1,063	200	x 129	26,000	157,845
Iowa st., bet. Central and Park avs.	1895	734	150	x 104.95	86,315	89,280
Lexington st., bet. Hoyne av. and Leavitt st.	1881	576	162	x 109	78,840	99,580
Hawthorne.....	1892	384	174.10	x 264.86	81,035	94,580
Hedges.....	1894	870	192	x 125	59,040	134,040
Hendricks.....					33,900	76,080
Hermosa Br. Wm. Penn Nixon.					21,544	31,694
Hillside Br. Wm. Penn Nixon.					68,400	77,800
Hoerner.....						
Hjorden.....						
Holden Addition.....						
Holmes.....						
Howard, George.....						
Hoyne, Thomas.....						
Huron Street.....						
Iowa Street.....						
Irving.....						

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements.	Total Value.
Irving Park.....	N. 41st ct., bet. Grace and Byron sts.....	1876 rebuilt	345	250 x 173.6	\$ 7,500	\$ 15,050	\$ 22,550
Jackson, Andrew.....	Sholto st., from Good st. to Better st.....	1897	958	168.76 x 100.44	20,805	68,445	89,250
Jackson Park Br. of Ray.....	56th st., head of Stony Island av. and 1st st.....	1884	198	47 x 164	5,900	17,600	23,500
Jefferson Park.....	N. W. cor. Elburn av. and Laflin st.....	1889	198	200.2 x 104.5	16,020	59,240	75,260
Jefferson Park.....	S. E. cor. N. Winnemac and N. 33d avs.....	1875	314	101.4 x 126.43	3,000	12,200	15,200
Jenner, Edward.....	N. E. cor. Oak st. and Milton av.....	1880	672	168.5 x 100	17,500	42,055	59,555
Jirka, Frank J.....	W. 17th st., bet. Leomin and Harrison sts.....	1899	1,175	128 x 124	34,815	95,410	130,225
Jones.....	S. E. cor. Plymouth ct. and Harrison st.....	1875	128	300.175 x 120	219,425	48,600	268,025
Kelch.....	S. W. cor. Dearborn and 94th sts.....	1883	702	200 x 122.10	15,568	65,470	81,038
Kelvin Grove Br. W. P. Nixon.....	S. E. cor. Montana st. and N. 48th av.....	1874	154	200 x 120	2,600	9,900	12,500
Kenwood.....	N. W. cor. 50th st. and Lake av.....	1889	516	250.2 x 240	74,000	40,500	114,500
Kershaw.....	Union av. bet. 64th and 65th sts.....	1893	608	281 x 234	17,635	57,990	75,625
Kershaw Addition.....	Harrison st., bet. Western and Campbell avs.....	1893 1893 1893	920	196 x 188	19,000	68,155	87,155
Kinzie.....	N. W. cor. Ohio st. and La Salle av.....	1872	496	190.1 x 100	55,345	28,900	84,245
Knickerbocker.....	N. E. cor. Clifton and Belden avs.....	1892	1,008	200 x 124	12,255	78,630	90,885
Komensky.....	Throop st., between 19th and 20th sts.....	1891	924	122 x 125.5	12,595	64,050	76,645
Kosciusko.....	S. W. cor. Division and Cleaver sts.....	1875	600	149 x 125	10,070	38,960	59,030
Kozlinski, Charles.....	N. E. cor. Ingleside av. and 54th st.....	1897	900	213 x 158.5	20,000	95,850	115,850
La Fayette.....	N. W. cor. Augusta st. and Washtenaw av.....	1893 1898	1,089	306.25 x 124.68	14,180	120,935	135,115
Lake View No. 5 Br. of George.....	N. W. cor. Belmont av. and Robey st.....	1885	250	108 x 125	17,500	3,400	20,900
Schneider.....	Courtland st., bet. Leavitt st. and Oakley av.....	1884	655	192 x 100	12,760	49,710	62,470
Langland.....	N. W. cor. Hammond and Eugene sts.....	1882	91	200 x 125.5	20,000	750	20,750
Langland Annex.....	Cor. Laurel av. and Superior st.....	1886	1,156	161.45 x 133.92	3,400	90,710	110,710
Laurel Avenue.....	N. W. cor. Central Park av. and W. 25th st.....	1893	414	300 x 124.87	14,790	20,621	35,411
Lawndale.....	N. W. cor. Homer av. and W. 13th pl.....	1882	430	200 x 149.6	12,030	32,865	44,895
Lawson, Victor F.....	On Englewood High School grounds.....	1896	925	100 x 170	1,800	87,790	89,590
Lewis.....	S. E. cor. State and 94th sts.....	1874	500	297 x 132.5	41,960	37,270	79,230
Lillydale, Br. of Burnside.....	S. W. cor. Kemper pl. and Larabee st.....	1876	35	216.3 x 125.75	5,685	93,390	99,075
Lincoln.....	Sacramento av., bet. Belmont av. and School st.....	1894	1,300	216 x 125.75	7,560	36,045	43,605
Linne.....	Oakley av., from Pleasant pl. to Rhine st.....	1889	855	160 x 125.5	16,365	61,900	78,265
Logan.....	Throop st., bet. 19th and 20th sts.....	1882	648	200 x 203.4	7,000	54,685	61,685
Longfellow.....	S. W. cor. Prospect av. and 95th st.....	1878	176			13,320	13,320
Longwood Br. Alice L. Barnard.....		1898					20,320

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Im- provements.	Total Value.
O'Toole.....	N. E. cor. Bishop and W. 48th sts.	1890	1,154	240 x 124.25	\$ 10,800	\$ 84,265	\$ 95,065
Parkman.....	S. E. cor. 51st st. and Princeton av.	1868	544	215.5 x 161.7	15,060	25,400	88,360
Parkman Addition.....	.....	1870	687	.....	.....	47,910	41,000
Park Manor.....	N. E. cor. Rhodes av. and 71st st.	1880	408	248 x 123.8	10,000	.....	.....
Parkside.....	N. E. cor. Seipp av. and 70th st.	1888	500	188.76 x 162.53	10,185	51,150	61,335
Parkside Branch.....	N. E. cor. Jeffrey av. and 74th st.	1894	188	200 x 115.5	11,100	5,260	16,360
Peabody.....	Augusta st., bet. Noble st. and Ashland av.	1895	876	192 x 124.3	27,000	60,760	87,760
Peterson Av. Br. Irving Park.....	Cor. Peterson and N. 40th avs.	1846	43	Leased.	.....	2,150	2,150
Pickard.....	S. W. cor. W. 21st st. and Albany av.	1874	1,198	199.5 x 125	11,460	78,270	89,730
Polk Street.....	W. Polk st., bet. Desplaines and Halsted sts.	1896	664	150.5 x 120	37,025	33,300	70,325
Prescott.....	Wrightwood av., from Ashland av. to Marshfield av.	1881	1,081	266 x 175	19,960	98,990	118,940
Pulaski.....	Leavitt st., from Coblenitz st. to Lubeck st.	1896	894	216 x 100	9,545	65,880	75,425
Raster, Hermann.....	N. E. cor. Wood and S. 70th sts.	1898	432	200 x 124.7	3,600	42,200	45,800
Ravenswood.....	S. W. cor. Paulina st. and Montrose av.	1872	418	202.5 x 165	18,050	34,400	115,900
Ravenswood Addition.....	.....	1843	707	.....	.....	63,450	.....
Ray.....	N. E. cor. Monroe av. and 57th st.	1887	832	198.3 x 175	36,080	57,725	93,745
Ray Branch of Cummings.....	Chittendon av., bet. 121st and 123d sts.	.....	37	99 x 184	750	2,900	2,950
Raymond.....	S. E. cor. Wabash av. and Eda st.	1879	673	132.3 x 162.5	27,515	44,150	112,760
Raymond Addition.....	.....	1886	399	50 x 174.8	.....	41,085	.....
Riverdale.....	Intersection of Indiana and Leyden avs.	1870	180	Triangle 810.31 x 219.43 x 219.43	2,500	7,000	9,500
Rogers.....	W. 13th st., bet. Throop st. and Centre av.	1890	653	175 x 124	10,300	41,000	52,300
Rose Hill.....	N. Clark st., 125 feet north of Peterson av.	1881	187	163.35 x 200	4,900	9,700	14,600
Roseland Br. of Van Ylissingen.....	S. W. cor. 103d st. and Michigan av.	1879	110	132 x 100.05	1,750	3,050	4,800
Ryerson.....	S. W. cor. Lawndale av. and Huron st.	1890	948	200 x 126.38	4,400	74,685	79,085
Scammon.....	S. E. cor. Morgan and Monroe sts.	1880	922	150 x 118	30,440	49,640	80,080
Scanlan.....	Perry av., bet. 116th and 118th sts.	1888	894	.....	4,750	77,635	82,385
Schiller.....	From Vedder st. to Gardner st., east of Halsted st.	1873	1,158	158.42 x 216.8	15,350	87,380	102,740
Schley, Winfield Scott.....	Oakley av., bet. Division st. and Potomac av.	1893	1,059	240 x 126.05	16,300	110,900	137,300
Schneider, George.....	S. E. cor. Hoyne av. and Wellington st.	1896	1,065	200 x 124.73	9,400	90,800	97,760
Scott, James W.....	N. E. cor. 64th st. and Monroe av.	1880	501	192 x 166.5	25,740	24,065	54,555
Scott, James W., Annex.....	.....	1893	Vacant	.....	.....	3,850	.....
Scott, Walter.....	Bet. 44th and 46th sts., running through from Jefferson av. to Washington av.	.....	785	150 x 190	30,640	64,630	95,270
Seward.....	S. W. cor. S. Hermitage av. and 46th st.	1894	1,091	243.5 x 124.7	9,270	72,625	81,895
Sheldon.....	S. W. cor. State and Elm sts.	1871	598	200 x 150	61,235	37,900	99,065

Sheridan, Mark	S. E. cor. 27th and Wallace sts.	1881	790	200 x 124.9	18,000	49,250	67,250
Sheridan, Phil	S. E. cor. Escanaba av. and 90th st.	1888	576	75 x 100	21,500	50,800	140,060
Sheridan, Phil., Addition .....	.....	1896	584	330 x 138.5	10,000	68,140	72,615
Sherman	Morgan st. bet. 51st and 52d sts.	1884	446	250 x 124.8	.....	23,280	39,335
Sherman Addition .....	.....	1887	681	.....	.....	109,525	17,715
Sherwood	S. E. cor. 57th st. and Princeton av.	1888	1,271	261.4 x 146.1	10,190	9,250	17,250
Shields	N. W. cor. 43d and Rockwell sts.	1879	290	287.32 x 247.52	8,000	50,800	97,870
Skinner	N. E. cor. Jackson blvd. and Aberdeen st.	1859	1,172	145 x 109	47,270	82,315	109,515
Snyder, John M.	W 13th st. bet. Blue Island av. and Waller st.	1897	1,190	182 x 107	27,300	33,300	47,300
Springer	N. W. cor. Wabash av. and 41st st.	1874	575	142.75 x 107.6	24,000	111,045	123,270
Spry, John	S. W. cor. S. W. Boul. and W. 24th st.	1869	1,304	231 x 217.3	12,225	7,300	11,900
Stony Island Avenue	S. E. cor. Stony Island av. and 93d st.	1897	191	150 x 125	4,500	78,425	89,425
Sumner	S. E. cor. 43d av. bet. Colorado av. and Harrison st.	1884	1,154	275 x 125.82	11,000	63,040	90,040
Swing, David	String st. bet. W 16th and W 18th sts.	1895	1,034	192 x 122.55	27,000	33,000	39,670
Talcott	N. E. cor. Ohio and Lincoln sts.	1871	540	216 x 123.7	13,000	49,650	53,650
Talcott Addition .....	.....	1886	480	.....	.....	69,490	81,160
Taylor	Avenue J. bet. 99th and 100th sts.	1881	600	100 x 125	4,000	54,580	63,540
Tennyson	N. W. cor. Fulton st. and California av.	1894	963	255.6 x 150	11,070	83,845	92,245
Thomas, George H.	S. W. cor. High st. and Belden av.	1890	752	100 x 128	8,960	53,410	73,905
Thorp, J. N.	S. E. cor. Superior av. and 89th st.	1883	972	130 x 140	8,400	85,495	117,085
Throop	Throop st., bet. 18th and 19th sts.	1896	900	198 x 125	20,395	42,845	65,345
Tilden	N. E. cor. W. Lake and Elizabeth sts.	1883	940	206.6 x 164.75	31,080	40,110	94,640
Tilton	S. E. cor. W. Lake st. and S. 44th av.	1874	752	205.8 x 228.7	22,500	54,530	91,300
Trumbull, Lyman	N. E. cor. Sedgwick and Division sts.	1872	859	181.05 x 264	Sch'l B'd property	55,480	154,090
Trumbull, Lyman, Addition	W 106th pl. bet. Wentworth av. and State st.	1878	810	Not in use.	18,400	80,210	12,030
Van Vliessen	Hirsch st. from Tallman av. to Rockwell st.	1893	1,049	275 x 124.95	9,000	65,375	137,075
Von Humboldt	Wabasha av., bet. Ballou st. and Kimball av.	1885	835	295 x 179.7	5,300	75,990	88,090
Walsh	S. E. cor. W. 20th and Johnson sts.	1882	263	147.2 x 177	32,550	94,415	119,415
Walsh Addition .....	.....	1886	808	296.5 x 239 w.s.	25,000	53,910	81,085
Ward	S. E. cor. Shields av. and 27th st.	1874	1,011	204 x 125	30,650	154,195	184,195
Washburne	W 14th st., bet. Jefferson and Union sts.	1897	1,317	200 x 173	6,000	125,315	131,315
Washington	Morgan st. bet. Ohio and Erie sts.	1883	1,006	217 x 116	27,125	79,375	86,875
Webster	S. E. cor. Wentworth av. and 33d st.	1871	810	200 x 125	12,040	70,560	91,600
Wells	N. W. cor. Ashland av. and Cornelia st.	1893	861	306.5 x 130	21,430	105,535	126,965
Wells Addition .....	.....	1895	822	200.25 x	22,965	85,465	108,465
Wentworth, D. S.	N. W. cor. Sangamon and 70th sts.	1880	1,352	200 x 125	19,290	90,790	110,080
West Pullman	N. E. cor. Parnell av. and 120th st.	1896	1,010	250 x 123.5	7,500	79,375	86,875
Whitler	N. W. cor. W. 23d and Lincoln sts.	1893	1,075	222 x 124	10,535	126,965	131,315
Wicker Park	Evergreen av., bet. Robey st. and Hoyne av.	1881	1,205	200.25 x	22,965	85,465	108,465
Willard, Frances E.	S. E. cor. St. Lawrence av. and 49th st.	1898	1,008	200 x 127.96	19,290	90,790	110,080
Woodlawn	Lexington av., bet. 64th and 65th sts.	1889	1,325	212.85 x 150	.....	.....	.....
.....	.....	1894	.....	.....	.....	.....	.....

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Im- provements.	Total Value.
O'Toole.....	N. E. cor. Bishop and W. 48th sts.....	{1880 1886}	1,154	240 x 124.25	\$ 10,800	\$ 84,235	\$ 95,035
Parkman.....	S. E. cor. 51st st. and Princeton av.....	{1876 1876}	544	215.5 x 161.7	15,080	25,400	88,360
Parkman Addition.....	N. E. cor. 51st st. and Princeton av.....	{1876 1876}	627	.....	.....	47,910	41,000
Park Manor.....	N. E. cor. Rhodes av. and 71st st.....	{1880 1880}	408	248 x 123.8	10,000	31,000	41,000
Parkside.....	N. W. cor. Selpp av. and 70th st.....	{1888 1888}	.....	.....	.....	51,335	61,335
Parkside Branch.....	N. E. cor. Jeffrey av. and 74th st.....	{1884 1884}	188	200 x 115.5	11,100	5,260	16,360
Peabody.....	Augusta st., bet. Noble st. and Ashland av.....	{1885 1885}	876	192 x 124.3	27,000	60,790	87,790
Peterson Av. Br. Irving Park.....	Cor. Peterson and N. 40th ave.....	{1884 1884}	43	Leased.	.....	2,150	2,150
Pickard.....	S. W. cor. W. 21st st. and Albany av.....	{1874 1874}	1,138	199.5 x 125	11,460	78,270	89,730
Polk Street.....	W. Polk st., bet. Desplaines and Halsted sts.....	{1871 1871}	654	150.5 x 120	37,625	33,300	70,925
Prescott.....	Wrightwood av., from Ashland av. to Marshfield av.....	{1881 1881}	1,081	236 x 175	19,950	98,990	118,940
Pulaek!.....	Leavitt st., from Coblenitz st. to Lubeck st.....	{1898 1898}	904	916 x 100	9,545	65,980	75,525
Raster Hermann.....	N. E. cor. Wood and S. 70th sts.....	{1893 1893}	432	300 x 124.7	8,600	42,200	45,800
Ravenwood.....	S. W. cor. Paulina st. and Monroe av.....	{1872 1872}	418	292.5 x 166	18,060	34,400	116,900
Ravenwood Addition.....	.....	{1843 1843}	707	.....	.....	63,450	.....
Ray.....	N. E. cor. Monroe av. and 57th st.....	{1887 1887}	833	198.3 x 175	36,080	57,725	93,745
Ray Branch of Cummings.....	Chittendon av., bet. 121st and 122d sts.....	{1870 1870}	37	99 x 184	750	2,200	2,950
Raymond.....	S. E. cor. Wabash av. and Eda st.....	{1870 1870}	672	133.3 x 162.5	27,515	44,150	119,760
Raymond Addition.....	.....	{1886 1886}	399	50 x 172.8	.....	41,085	.....
Riverdale.....	Intersection of Indiana and Leyden avs.....	{1870 1870}	180	Triangle 510.31	2,500	7,000	9,500
Rogers.....	W. 13th st., bet. Throop st. and Centre av.....	{1880 1880}	652	173 x 121	10,300	41,940	52,240
Rose Hill.....	N. Clark st., 125 feet north of Peterson av.....	{1881 1881}	187	163.36 x 200	4,900	9,700	14,600
Roseland Br. of Van Vliessen.....	S. W. cor. 103d st. and Michigan av.....	{1870 1870}	110	132 x 100.05	1,750	3,050	4,800
Ryerson.....	S. W. cor. Lavendale av. and Huron st.....	{1890 1890}	568	200 x 125.88	4,400	74,685	79,085
Scammon.....	S. E. cor. Morgan and Monroe sts.....	{1888 1888}	922	150 x 118	30,440	49,640	80,080
Scanlan.....	Perry av., bet. 116th and 118th sts.....	{1887 1887}	894	.....	4,760	77,635	82,395
Schiller.....	From Vedder st. to Gardner st., east of Halsted st.....	{1873 1873}	1,153	158.49 x 216.8	15,350	87,300	102,740
Schley, Winfield Scott.....	Oakley av., bet. Division st. and Potomac av.....	{1899 1899}	1,059	240 x 125.05	16,300	110,900	127,200
Schneider, George.....	S. E. cor. Hoyne av. and Wellington st.....	{1896 1896}	1,005	200 x 124.73	9,400	80,300	89,700
Scott, James W.....	N. E. cor. 54th st. and Monroe av.....	{1880 1880}	501	192 x 166.5	25,740	24,965	54,555
Scott, James W. Annex.....	.....	{1893 1893}	Vacant	.....	.....	3,850	.....
Scott, Walter.....	Bet. 64th and 66th sts., running through from Jefferson av. to Washington av.....	{1896 1896}	735	150 x 190	30,640	64,630	95,270
Seward.....	S. W. cor. S. Hermitage av. and 46th st.....	{1894 1894}	1,091	243.5 x 124.7	9,270	73,625	81,895
Sheldon.....	S. W. cor. State and Elm sts.....	{1874 1874}	598	200 x 150	61,235	37,860	99,095

Sheridan, Mark	S. E. cor. 27th and Wallace sts.	1881	790	200	x 124.9	18,000	49,250	67,250
Sheridan, Phil.	S. E. cor. Escanaba av. and 90th st.	1888	576	380	x 138.5	21,560	50,340	140,060
Sheridan, Phil., Addition		1896	584			10,000	23,280	73,615
Sherman	Morgan st. bet. 51st and 52d sts.	1884	446	250	x 124.8		39,335	
Sherman Addition		1887	681				109,525	119,715
Sherwood	S. E. cor. 57th st. and Princeton av.	1886	1,271	261.4	x 156.1	10,190	9,250	17,250
Shields	N. W. cor. 43d and Rockwell sts.	1892	289	287.32	x 247.52	8,000	50,600	97,870
Skinner	N. E. cor. Jackson blvd. and Aberdeen st.	1879	1,172	145	x 189	47,270	82,315	109,515
Smith, John M.	W. 13th st. bet. Blue Island av. and Waller st.	1869	1,190	122	x 107	27,200	23,300	47,300
Springer	N. W. cor. Wabash av. and 41st st.	1874	575	148.75	x 160.6	24,000	11,045	123,270
Spry, John	S. W. cor. S. W. Boul. and W. 24th st.	1869	1,304	231	x 217.3	12,225	7,300	11,800
Stony Island Avenue	S. E. cor. Stony Island av. and 93d st.	1899	191	150	x 125	4,500	78,425	89,425
Sumner	S. 43d av., bet. Colorado av. and Harrison st.	1884	1,154	275	x 125.82	11,000	33,040	90,040
Swing, David	String st., bet. W. 16th and W. 18th sts.	1895	1,034	192	x 122.55	27,000	33,070	84,670
Talcott	N. E. cor. Ohio and Lincoln sts.	1871	480			19,000	49,650	53,650
Talcott Addition		1886	600	100	x 125	4,000	69,490	81,160
Taylor	Avenue J, bet. 99th and 100th sts.	1881	963	255.6	x 150	11,070	54,580	63,540
Tennyson	N. W. cor. Fulton st. and California av.	1894	762	100	x 128	8,960	83,845	92,245
Thomas, George H.	S. W. cor. High st. and Belden av.	1890	972	130	x 140	8,400	53,410	73,905
Thorp, J. N.	S. E. cor. Superior av. and 89th st.	1893	900	136	x 125	20,385	85,425	117,085
Throop	Throop st., bet. 18th and 19th sts.	1878	940	205.6	x 164.75	31,660	42,845	65,345
Tilden	N. E. cor. W. Lake and Elizabeth sts.	1886	762	205.8	x 228.7	22,500	40,110	94,640
Tilton	S. E. cor. W. Lake st. and S. 44th av.	1874	859	181.05	x 264	Sch'l F'd property	54,530	91,300
Trumbull, Lyman	N. E. cor. Sedgwick and Division sts.	1872	810	Not in use.		9,000	55,480	154,090
Trumbull, Lyman, Addition	W. 106th pl., bet. Wentworth av. and State st.	1883	1,049	275	x 124.95	18,400	90,210	12,030
Van Vliessen	Hirsch st., bet. Tallman av. and Rockwell st.	1893	836	147.2	x 173.7	5,300	45,375	137,075
Von Humboldt	Wabansia av., bet. Ballou st. and Kimball av.	1895	997	263.5	x 229 w.s.	32,500	59,150	88,060
Wabansia Avenue	S. E. cor. W. 20th and Johnson sts.	1882	808	263.5	x 91.12 a.s.		75,990	119,415
Walsh	S. E. cor. Shields av. and 27th st.	1886	1,011	204	x 125	12,100	94,415	81,085
Walsh Addition		1874	1,317	200	x 173	25,000	53,910	75,580
Ward	W. 14th st., bet. Jefferson and Union sts.	1869	1,006	217	x 116	27,125	60,580	91,600
Washburne	Morgan st., bet. Ohio and Erie sts.	1883	810	200	x 135	15,000	56,800	154,195
Washington	S. E. cor. Wentworth av. and 33d st.	1871	861	306.5	x 130	30,550	66,745	131,315
Webster	N. W. cor. Ashland av. and Cornelia st.	1883	822				125,315	79,375
Wells	N. W. cor. Sangamon and 70th sts.	1890	1,352	200	x 125	6,000	79,375	105,535
Wells Addition		1883	1,010	250	x 123.5	7,500	70,560	126,965
Wentworth, D. S.	N. E. cor. Parnell av. and 120th st.	1896	1,075	222	x 124	12,040	85,495	108,400
West Pullman	N. W. cor. W. 23d and Lincoln sts.	1894	1,205	209.25	x	21,430	90,790	110,080
Wentworth, D. S.	Evergreen av., bet. Robey st. and Hoyne av.	1881	1,008	200	x 127.96	22,965		
Wickler Park	S. E. cor. St. Lawrence av. and 49th st.	1893	1,325	212.95	x 150	19,290		
Willard, Frances E.	Lexington av., bet. 64th and 65th sts.	1889						
Woodlawn		1894						

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Im- provements.	Total Value.
Worthy, John.....	On grounds of House of Correction.....	1895	255	.....	.....	\$ 88,310	\$ 88,310
Yale.....	70th st., from Yale av. to Princeton av.....	1897	985	284 x 150	\$17,160	96,975	113,135
Yates, Richard.....	S. E. cor. Humboldt and Courtland sts.....	1896	1,167	300 x 120	10,440	103,040	113,480
Workshop and supply room.....	On School Fund Property.....	1870 1891 1897	.....	.....	.....	96,210	96,210
	VACANT SITES.	.....	287,259	.....	.....	.....	.....
	+ W. 38th st., N. E. cor. Maplewood av.....	.....	236.49 x 127	.....	\$ 4,500	.....	\$ 4,500
	+ Loomis st., S. W. cor. 53d st.....	.....	250 x 124.47	.....	8,000	.....	8,000
	+ Park av. N. W. cor. S. 50th st.....	.....	180 x 190	.....	5,500	.....	5,500
	+ 66th st., N. W. cor. S. Leavitt st.....	.....	175 x 175	.....	3,000	.....	3,000
	+ S. Elizabeth st., bet. W. 106th and W. 107th sts.....	.....	44.31 x 123	.....	400	.....	400
	+ Martin st., bet. W. 106th and W. 107th sts.....	.....	25 x 123	.....	250	.....	250
	+ 43d pl., bet. Auburn av. and S. Morgan st.....	.....	225 x 125	.....	5,400	.....	5,400
	+ Arlington av., bet. N. 48th and N. 49th avs.....	.....	176 x 145.8	.....	5,000	.....	5,000
	+ Avenue "M," N. W. cor. 97th st.....	.....	194.7 x 124	.....	8,500	.....	8,500
	+ Brookline lot, 74th st., from Evans av. to Langley av.....	.....	235.7 x 136.3	.....	11,800	.....	11,800
	+ Jeffery av., S. E. cor. 71st st.....	.....	297 x 115.5	.....	20,000	.....	20,000
	+ Carpenter st., bet. 90th and 91st sts.....	.....	100 x 125	.....	1,500	.....	1,500
	+ W. 19th st., w. of and near Douglas Park bld.....	.....	115.5 x 166	.....	6,000	.....	6,000
	+ Phillip av., S. E. cor. 92d st.....	.....	201.1 x 125.59	.....	5,800	.....	5,800
	+ Butler st., N. E. cor. 81st st.....	.....	192 x 200	.....	11,700	.....	11,700
	+ W. 15th pl., N. E. cor. Washienaw av.....	.....	199.2 x 124.5	.....	13,900	.....	13,900
	+ Morgan st., S. W. cor. 117th st.....	.....	248.3 x 125.27	.....	3,000	.....	3,000
	+ S. Sawyer av., N. W. cor. 53d st.....	.....	249.65 x 126.1	.....	4,000	.....	4,000
	+ Union av., N. E. cor. 101st st.....	.....	198.4 x 125.16	.....	2,380	.....	2,380
	+ Calumet av., bet. 41st and 42d sts.....	.....	29.722	.....	29,722	.....	29,722
	+ Mohawk st., N. E. cor. of Menomonee st.....	.....	163 x 119	.....	33,500	.....	33,500
	+ Prairie av., bet. 38th and 39th sts.....	.....	306 x 964	.....	89,210	.....	89,210
	+ Edmunds av., N. E. cor. Goodman st.....	.....	263.25 x 150	.....	3,000	.....	3,000
	+ N. 42d court, S. E. cor. W. Cullom st.....	.....	247.25 x 155.69	.....	5,000	.....	5,000
	+ N. 63d av., a half mile north of Fullerton av.....	.....	146.52 x 145.52	.....	1,000	.....	1,000
Rooms in Rented Buildings.... Manual Training in Grammar Schools.....	Tools, Benches, etc.....	.....	14,728	.....	.....	34,500	34,500
Grand Totals.....	.....	.....	241,987	.....	\$5,630,207	\$18,096,215	\$23,656,422

* Building in process of erection.

+ Acquired by annexation.

‡ Acquired by purchase.

BOARD OF EDUCATION—1901-1902.

GRAHAM H. HARRIS	<i>President.</i>
CLAYTON MARK	<i>Vice-President.</i>
LEWIS E. LARSON	<i>Secretary.</i>

NAME.	ADDRESS.	TERM EXPIRES.
THOMAS BRENNAN.....	216 Reaper Block, Clark and Washington streets.....	1902
DANIEL R. CAMERON.....	73 Lake street.....	1902
CLAYTON MARK	Twenty-sixth street and Blue Island avenue.....	1902
MRS. CAROLINE K. SHERMAN.....	420 State street.....	1903
GRAHAM H. HARRIS.....	Room 1203, Schiller Building.....	1903
JOHN T. KEATING.....	Room 924, Chicago Opera House Block.....	1903
THOMAS GALLAGHER.....	241 South Sangamon street.....	1903
CHRISTIAN MEIER.....	Room 42, 70 La Salle street.....	1902
F. J. LOESCH.....	Room 305, Ashland Block.....	1904
MRS. ISABELLE O'KEEFE.....	4857 Michigan avenue.....	1904
JOSEPH DOWNEY.....	132 La Salle street.....	1904
JOSEPH STOLZ.....	157 Forty-second place.....	1902
CHESTER M. DAWES.....	209 Adams street.....	1902
JOHN F. WOLFF.....	93 West Lake street.....	1904
GEORGE W. CLAUSSENIUS.....	Room 1, 94 Dearborn street.....	1902
EDWARD TILDEN.....	4612 Emerald avenue.....	1903
EDWIN F. ROWLAND.....	259-261 La Salle street.....	1903
E. C. DUDLEY.....	1617 Indiana avenue.....	1903
CHARLES J. HOLMES.....	Room 608, 100 Washington street.....	1904
CHARLES J. VOPICKA.....	507 Winchester avenue.....	1904
HENRY HARTUNG.....	596 Sheffield avenue.....	1904

HEADS OF DEPARTMENTS.

E. G. COOLEY	Superintendent.
LEWIS E. LARSON	Secretary.
DANIEL J. McMAHON, Suite 1131-1136, Unity Building	Attorney.
JOHN A. GUILFORD	Business Manager.
THOMAS J. WATERS	Chief Engineer.
GEORGE G. CUSTER	Auditor.
WILLIAM B. MUNDIE	Architect.
JOHN W. FOSTER	Superintendent of Supplies.

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1902

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